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ABSTRACT

This guide, designed for use in a ninth grade BRIDGE class, is a comprehensive source of learning activities intended to help motivate youth to stay in school and acquire the skills required to succeed both in school and at work. BRIDGE, a program conceived by Public/Private Ventures in Philadelphia (Pennsylvania), is for high-risk students in Portland (Oregon) who face multiple barriers to academic success and employment. The course comprises the following units: (1) Self-Esteem; (2) Self-Responsibility; (3) Decision-Making; (4) Managing Your Time Without Losing It; (5) Conflict Resolution; (6) Communication; (7) Peer Relationships; (8) Career Awareness; (9) Leadership; (10) Career Goals and Expectations; (11) Multi-Cultural/Multi-Ethnic Awareness; (12) "Me, Myself, and I (a self-examination through autobiography); (13) Traditional and Nontraditional Roles; (14) Substance Abuse; (15) Self-Preservation; (16) Community Resources; (17) Planning for the Summer; and (18) Using Leisure Time. Each unit contains the following components: (1) Overview; (2) Thoughts to Ponder (a collection of related quotations and sayings); (3) Vocabulary; (4) Activities; (5) Journals (integrating the unit with a student journal); and (6) Closure (suggested wrap-up activities). The appendices include the following: (1) a chart illustrating how basic skills can be integrated with unit activities over a two-week period; (2) eight assessment, student record, and parent contact forms; (3) three forms to accompany sustained silent reading activities; and (4) a bibliography comprised of 47 resources for students, 28 resources for teachers, 13 films, and three filmstrips. (FMW)

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BRIDGE

CURRICULUM GUIDE

Exploring the BRIDGE to Success

Prepared by

Northwest Regional Educational Laboratory
for
The Private Industry Council
and
Portland Public Schools
1988

UD 026 866

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BRIDGE

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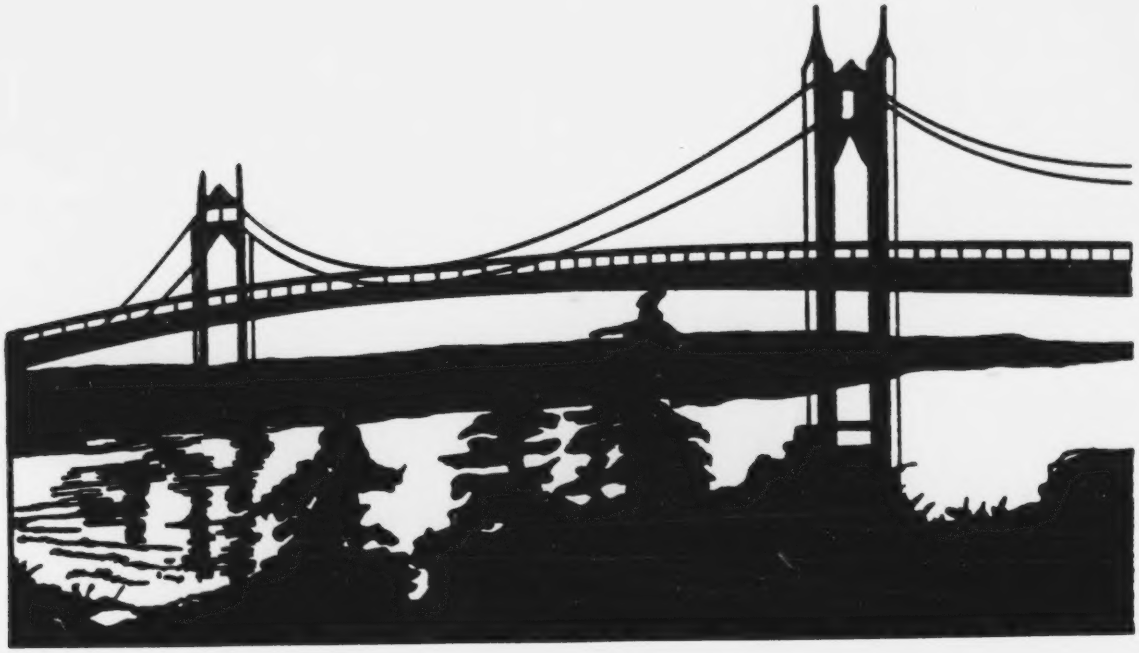

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BRIDGE

CURRICULUM GUIDE

Produced for

The Private Industry Council
and
Portland Public Schools

by

Northwest Regional Educational Laboratory
Andrea Baker
Education and Work Program

1988

BRIDGE CURRICULUM GUIDE
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ACKNOWLEDGEMENTS

Just as the BRIDGE program is a partnership between The Private Industry Council and the Portland Public Schools, the production of this curriculum guide has been a collaborative effort. Through their visibly strong and steady commitment to Portland's youth who are at risk, Matthew Prophet, Superintendent of the Portland Public Schools and Dennis Cole, President of The Private Industry Council, are ultimately responsible for the existence of this BRIDGE curriculum. Additionally, both in the early planning stages and on a daily basis, Myra Rose, Principal of Grant High School, gave her consistent support.

Assisting in the development of some of the units were Tammy Alexander, Tom Barrett, Linda Huyler, Janice Ingersoll, Margo Norman, Julene Qualls, Pat Ruzicka, and Paula Travis. Their professional expertise was a critical element in creating a well-rounded series of activities in each unit. Each activity was carefully critiqued by the BRIDGE staff--Kelvin Webster, Lu Bain, Nancy Galvin, and particularly Janice Ingersoll. It was their daily interaction with the BRIDGE students that provided direction for the many revisions and modifications that were made to the first draft. The entire guide was reviewed by Barbara Berard, NWREL Center for National Origin, Race, and Sex Equity; Larry McClure, NWREL Education and Work Program; Kathy Hostager, Portland Public Schools; and Marnella Bingham, The Private Industry Council; fine tuning resulted from each of their unique perspectives. The entire document was edited by J.V. Long.

Finally, the patience, energy, and unfailing word processing skills of Peggy Vanderbilt must be credited for the emergence of the final product.

SPECIAL ACKNOWLEDGEMENT

While most of this curriculum is original work, we wish to give special recognition to the many sources of learning activities adapted for this BRIDGE Curriculum. Wherever possible, and known, we have given credit to the primary source from which an activity was taken or adapted. In many cases an activity was an adaptation of several sources, and in some cases the source was unknown; if we missed any references it certainly was not intentional.

Often, one person's idea/activity may be modified, adapted to different grade levels or subject areas, and altered again by others before it appears in someone's curriculum guide. So, we extend our special acknowledgement to the many people, known and unknown, whose work has been adopted and adapted, and has contributed to the BRIDGE Curriculum.

PREFACE

The *BRIDGE Curriculum Guide* was designed for use in a 9th grade BRIDGE class. BRIDGE is a program which benefits youth who face multiple barriers to academic success and employment. Youth who are selected to be in the BRIDGE program enroll in the BRIDGE class for their freshmen and sophomore years. The class meets on a daily basis and successful completion each year results in one elective credit towards graduation.

During the summer, the youth participate in the Summer Training and Education Program (STEP). STEP, like BRIDGE, is operated cooperatively by The Private Industry Council and the Portland Public Schools; it provides a half-day of basic skills and life skills instruction and a half-day of work experience.

BRIDGE and STEP help youth establish patterns of personal and academic success that will lead to graduation and employability.

BRIDGE is part of The Portland Investment which is a comprehensive plan to address the educational and employability needs of disadvantaged youth in the Portland metropolitan area. It was conceived by the Leaders Roundtable, an active group of leaders from education, business, employment, government, and social services, who have organized to seek coordinated ways of eliminating the barriers to success faced by at-risk youth. One of the goals of The Portland Investment is to develop an educational ladder, or service continuum, that will identify and serve youth who are at risk of dropping out of school. BRIDGE is an important rung on this ladder because it recruits youth while they are still in the 8th grade and begins serving them in the summer between the 8th and 9th grades, a time when many youth face difficulties making the transition from middle school to high school.

BRIDGE was conceived by Public/Private Ventures in Philadelphia, and began in Portland with support from the Oregon Youth Coordinating Council.

OVERVIEW

The *BRIDGE Curriculum Guide* is a comprehensive source of learning activities intended to help motivate youth to stay in school and acquire the work maturity skills required to succeed both at school and at work.

FACT:	One in four young people in the United States does not graduate from high school.
FACT:	Students from poor families, regardless of race, are three to four times more likely to drop out than those from more affluent households.
FACT:	Early childbearing is highly correlated with lower educational and employment attainment.
FACT:	Black youth experience much higher unemployment than white youth, regardless of educational level.
FACT:	If current trends continue—lower birth rates, increasing dropout rates (especially among inner city minority youth), increasing numbers of at-risk youth—business and industry will soon be relying on marginally prepared youth to maintain the economic status of the country.
FACT:	The social costs of high dropout rates far exceed the resources devoted to dropout prevention strategies.

These facts, and the studies from which they emerge, influenced the foundation of the *BRIDGE Curriculum Guide*. In the rush to encourage reform and achieve excellence in the nation's schools, the needs of the nearly one million students who drop out of school each year seem to have slipped by the wayside. During the past couple of years fears have been voiced about the possibility that the reform movement may have negative effects on the education of at-risk youth, many of whom are minority youth. At the same time, there are many reports that describe strategies and programs that can help keep youth in school until they graduate.

A number of the most recent studies about student retention speak directly to the issue of curriculum. A brief mention of some highlights from that body of literature will provide insights about the choice of the topics being covered in this guide.

A careful review of the literature identifies the following curriculum elements as being exceedingly important:

- integration of academic skills, personal growth, and the world of work
- individualized and personalized instruction
- cooperative and team learning
- use of real-life problems and situations as a context for learning
- inclusion of experiential learning strategies
- consistent rewards for success
- making connections between learning and earning

In addition, some studies point to the following aspects of schooling as establishing the foundation for success:

- building self-concept and self-esteem
- developing positive work attitudes and habits
- teaching interpersonal communication skills
- motivating youth to excel

The choice of the units for the BRIDGE Curriculum evolved from a variety of sources: the current research described above, observations of the BRIDGE students during the 1987 STEP program, and recommendations from the BRIDGE Coordinator and teachers and from the Principal at Grant High School (Portland, Oregon). The contents of the BRIDGE class is in no way intended to diminish the absolute necessity of learning the basic skills and other academic skills taught in other classes. The BRIDGE class is intended to supplement those classes and to help the youth see the reasons for what they are learning elsewhere.

There are eighteen units in the course, and while each unit is designed to be covered in approximately two weeks, any of them could be shortened or lengthened based on the individual needs of students in the class. The unit topics are:

1. Self-Esteem
2. Self-Responsibility
3. Decision-making
4. Managing Your Time Without Losing It
5. Conflict Resolution
6. Communication
7. Peer Relationships
8. Career Awareness
9. Leadership

10. Career Goals and Expectations
11. Multi-Cultural/Multi-Ethnic Awareness
12. Me, Myself, and I
13. Traditional and Nontraditional Roles
14. Substance Abuse
15. Self-Preservation
16. Community Resources
17. Planning for the Summer
18. Using Leisure Time

The next section, Implementation Suggestions, offers important guidance for a teacher using this curriculum.

IMPLEMENTATION SUGGESTIONS

ASSUMPTION

This curriculum guide is designed to provide a structured sequence of activities for a two semester ninth grade class. As described in the Overview, it was created for and with the BRIDGE class at Grant High School in Portland, Oregon.

This section is written to facilitate the use of this guide, not to mandate a particular style or approach. It is assumed that every teacher will bring to the class his or her own successful experiences teaching discouraged learners. The success of this curriculum depends upon the skills of a creative, energetic, and challenging teacher who can integrate the concepts of each unit into the complex lives of the individual students in the class.

First, a basic assumption about this curriculum guide. *The basic skills of reading, writing, communicating, and computing are critical for success both at school and at work.* Because the primary goal of the BRIDGE class is to teach critical life/work skills that are not taught elsewhere in the high school curriculum, e.g., social and work maturity skills required by independent adults in our society, this guide presumes, albeit with some trepidation, that the students in the BRIDGE class are learning the basic academic skills in their regular school classes. Nevertheless, recognizing the critical need for all of these skills, the unit concepts and activities can supplement basic reading, writing, and communication skills to the degree that the teacher judges necessary; moreover, a number of the suggestions in this section will emphasize reading, writing, and thinking skills. Refer to the Appendix for a suggested two week schedule that integrates basic skills reinforcement with unit activities.

UNIT COMPONENTS

Each unit contains the following components:

- OVERVIEW
- THOUGHTS TO PONDER
- VOCABULARY
- ACTIVITIES
- JOURNALS
- CLOSURE

OVERVIEW: The Overview gives the rationale for including the unit topic in the curriculum. It is written for students and can be used as the introductory activity for each unit. Because many youth--particularly those who may be prone to drop out of school--do not understand "why" they are being asked to learn something in a class, it is important to talk with the students about the reasons for teaching each unit. A common sense rule of thumb is, "If you can't be convincing about the importance of teaching something, you probably should reconsider teaching it."

Some questions to ask while discussing the Overview with students:

1. What do each of you stand to gain from thinking seriously about this topic?
2. What kind of social "handicaps" do people face if they do not have skills related to this topic?
3. Why is this topic critical for success in the world of work?

After discussing the Overview, and as a lead-in to the vocabulary words, it is suggested that for each unit you do a dictionary exercise similar to the one following the vocabulary words in the unit on self-responsibility.

While teaching the unit, use the Overview as a centering point if it feels like the students are finding it difficult to connect the unit activities to their own lives.

THOUGHTS TO PONDER: This is simply a collection of quotations and sayings that relate in some way to the topic of the unit. Some are ancient and some are modern; some of the authors are familiar and some are obscure. These phrases, authored by the living and the dead, the famous and the unknown, are significant both for their meanings and the economy with which they are composed. Students can see, by reading, discussing, and learning from quotations that it is the quality, not the quantity, of words that makes a difference.

Some ways to use these Thoughts to Ponder:

- Start each day with a different quotation on the chalkboard and introduce the day's activities with it.
- Ask students to look for and bring to class quotations that comment on the unit topic.
- Assign a quotation to a student who may be having trouble coming up with ideas to write about in his/her journal.
- Let students pick a "quote of the day" around which to create a short activity.
- Use the quotations as extra writing assignments for students who need to improve their writing skills.

- Ask students to pick a quotation and talk or write about the author's personality.
- Use a quotation to "fill in" when there are a few extra minutes between activities or before the end of the class.
- Let each student read all of the quotations and choose the one that he/she finds most meaningful. Ask everyone to write a paragraph or two about it and read it aloud to the class.

VOCABULARY: For each unit, about 10 vocabulary words have been listed together with simple definitions for each. Because the words were chosen from the context of the activities in that unit, mastering those words will make it much easier for the students to profit from the unit. Learning new vocabulary words and then having the immediate opportunity to use them can be very rewarding for the students. Most teachers have their favorite ways to teach vocabulary effectively, so here are just a few suggestions:

- Require that students "master" the list of vocabulary words by demonstrating that they can 1) spell them 100% accurately on a spelling test; 2) say each word with correct pronunciation in the same number of seconds as there are words (e.g., if there are 10 words, the students must say them all within 10 seconds); 3) use each word correctly in a written sentence.
- Have students write a short story correctly using a specified number of the new vocabulary words in the story.
- Ask students to keep a vocabulary book (separate from their Journals) throughout the semester or the year so that they are creating their own dictionary of new words.
- See who can write the most humorous sentence(s) with a selected word(s).
- With long words, ask students to create smaller words using only the letters in the longer word (e.g., how many words can you make using the letters in the word "responsibility"?).
- Ask students to write an advertising slogan or a movie or song title that uses some of the vocabulary words.

ACTIVITIES: Each unit has approximately eight learning activities. Some are original and some are adapted from existing resources. All are tailored for the specific needs of ninth grade youth who face barriers to academic success. While each unit Overview is written for the students to read, the activities are guidelines for the teacher. The activity instructions include an objective, the suggested process that the teacher might use, the approximate time required, whether handouts are provided for the students, and if additional materials will be needed to complete the activity.

The process section gives the teacher guidance about how to "teach" the activity. There is no reason whatsoever that teachers should not alter that process to better fit their styles or the needs of the class. Ideally, each activity will be taught slightly differently, depending on the teacher, the students, and the dynamics among them. Teachers should also be encouraged to substitute their own activities in the place of some suggested here. While it is important that unit objectives be addressed, there are many effective strategies that can be utilized.

The time estimates are very approximate and should be used for guidance only. Each teacher and each class will find that it takes a different amount of time to complete an activity, and the final "decision" should be made by the needs and pace of the students in the class. Some of the activities could quite easily be stretched to span a few days if it appears that the class would benefit. Furthermore, selected activities can be left out if the students in the class are either not ready for them or do not need them. Some of the activities in some of the units are sequential but most are not. The class as a whole will profit tremendously if the teacher carefully reads the entire unit before starting to teach it--that way he/she can do some preliminary thinking about time requirements and adaptations of the activities. Other changes, of course, will be made on the spur of the moment based on the professional judgement of the teacher.

The units themselves are ordered with some sense of sequence and build upon each other--but not so much that the order cannot be easily changed. If, for example, a school environment is experiencing a problem of some sort, the unit on conflict resolution or peer relationships might be taught earlier in the year or reinforced later in the year despite the order in the curriculum guide. A similar re-ordering can be done with activities within each unit.

JOURNALS: What is a journal? Some people think it is a diary; some view it as communication with an imaginary friend; some use it as open communication between the student and the teacher. A journal reflects moments or thoughts or feelings that are especially personal--those experiences from which a person raises significant questions and/or gains understanding about him/herself or the world. They are not necessarily earthshaking or peak experiences, but they are important in some way. A journal is a place to express what a person does, thinks, and feels. In actuality, a journal can be practically anything as long as both the student and the teacher are willing to engage in some form of communication.

It is highly recommended that all students be required to keep journals in which they write on a regular basis. It can be difficult for some students to start a journal, but no particular skill level is required. Even a student with minimal writing skills can begin to communicate by means of a journal, and the more they do the easier it will become. It may take persistence to get the class going, and it will definitely require that the teacher believe in the value of written communication with each student.

Teachers who have had the greatest success using journals suggest the following:

- Exempt the journal from the teaching of grammar/punctuation so that the students express themselves freely without worrying about their writing skills.
- Do not grade the journals so the students will pay attention to what they want to say rather than what they think you want them to say.
- Respond to the students by writing back to them in their journals.
- If a student is having trouble getting started, the teacher can write something first and the student's response will be his/her first journal entry.
- Allow students for whom writing is extremely difficult to start their journal in other forms, such as a photo essay, a collage, or a tape recording of their thoughts. However, do not excuse them from the responsibility of keeping a journal, and encourage writing no matter how short the entry is.
- Require that each student's journal be kept in a spiral notebook, or another kind of their own choosing, rather than using loose sheets of paper which tend to get lost.
- Allow the students some time in class to write in their journals either daily (e.g., first or last 10 minutes of each period) or weekly (e.g., every Friday or every Monday).
- Never suggest that students share with each other what they have written in their journals unless they choose to on their own.
- Allow the journal to be an ongoing communication between the student and the teacher, and do not use the journal for regular class writing assignments.
- Periodically ask students to reflect back on their earlier journal entries so they can "see" their own progress and growth.

When students are consistent about keeping a journal it can result in the following benefits:

- Students may see progress in their written communication skills if they keep their journal in the same notebook for a whole semester/year.
- Teachers may gain a holistic understanding of the student so that appropriate assistance and counseling can be provided.
- Students may trust the teacher with significant thoughts and feelings which can give the teacher insights about appropriate learning activities.
- Students may feel increasingly comfortable with their own thoughts and feelings that they may not have recognized peviously.

- The more students write the better their writing becomes.
- Throughout the year students will look back through their journal and see changes and growth in themselves.

CLOSURE: Each unit is a discrete entity and at the same time each is connected to the others. While the guide was developed so that the teacher could alter the order of the units depending on the needs of the youth and general school climate, it is important for the teacher to make connections actively between the units so that the students get a sense of the relationships between the unit topics. During the teaching of each unit, the teacher should make reference to previous as well as upcoming units. While ideally this will occur as the teacher leads the unit activities, it should also be an integral part of the wrap-up or closure activity for each unit. While the closure page is similar for each unit, there are a number of suggested activities from which to choose. It is recommended that the teacher vary the closure activities and not do the same one(s) repeatedly.

SUPPLEMENTARY ACTIVITIES

In addition to the units, it will be important for the BRIDGE teacher to engage the class in other activities that reinforce the curriculum concepts while stressing study skills and other class subjects. These supplementary activities will differ according to teaching styles, student needs, and the school environment. Activities such as those suggested here can provide a continuity and structure if done on a regular basis.

1. Sustained Silent Reading (SSR)--This is a time when everyone in the class, including the teacher, reads quietly. (Some schools do this as a school-wide activity when everyone in the entire school--students, teachers, administrators, and all support staff--reads.) Because some youth do not enjoy reading, it is important to help them develop the desire to read by making it a pleasant activity. During SSR students and teachers read a novel or stories of their choice. This is usually a 15 to 20 minute period of time when there is no discussion or interaction--just reading. To help students process what they have read, you can lead a short discussion about what they are reading, or you can ask them to keep a log. A sample SSR Log is in the Appendix. In addition, suggested magazine and book review formats are in the Appendix.

2. Library Day--This is a time, either weekly or every other week, when the entire class goes to the library together. It resembles an independent study time in that students are involved in a variety of activities. Some work on and receive assistance with homework from other classes; some work on incomplete BRIDGE activities; some write in their journals; and some use this time to read novels,

magazines, or the newspaper. The BRIDGE teacher helps students stay on task and offers tutoring when necessary. In addition, this is an opportunity for the teacher to spend time with individual students for general counseling and discussion of each student's overall progress.

3. Incentives and team competitions--Some teachers have been very successful in using incentives and competitions to motivate students who appear uninterested. This can include a variety of events such as prizes for the student with the most improvement in attendance or grades, electing or selecting a "student of the week," awards banquet for students and their families, class/program t-shirts with designated "t-shirt" day, birthday recognitions, contests for the most vocabulary words spelled and defined correctly, timing the group on the completion of a crossword puzzle with a prize for the winner. The teacher and the class can come up with similar ideas of their own, but it is important to remember that the goal is to create a positive environment in which each student can succeed and excel and which reinforces such successes for each student. A word of caution: because an overall goal for the students is to develop internal motivation for learning and for success, incentives should not be used to such a degree that the students depend on them for external motivation.

ALTERNATE USES FOR THIS GUIDE

While this curriculum guide was prepared specifically for the youth in the 9th grade BRIDGE class at Grant High School in Portland, Oregon, its use is not limited to a one period, two-semester class called BRIDGE. Other possible uses are:

- Student-Teacher Advisory Groups--An increasing number of schools are starting student-teacher advisory groups in which a teacher assumes a "case load" of youth for anywhere from one to four years. Because the teacher becomes the single adult offering consistent guidance and advocacy for the youth on a long term basis, this is especially effective for at-risk youth who may otherwise fall between the cracks of the institution. Sometimes teachers meet individually with students from their case load and sometimes they meet in groups. For those occasions when they meet in groups, many of the activities in this guide provide an appropriate structure to insure a purposeful time together.

- Homeroom Period--Some schools are returning to the "old" idea of a daily homeroom period. While there is sometimes resistance to this idea, the resistance is often based on the feeling that "there is nothing to do" with the students and consequently it is a useless and boring time for both students and staff alike. This void can be filled by using activities such as those in this guide, since they are topics that are not generally covered in the traditional curriculum and often the students' lack of "skill" in these areas contributes to lack of success in school. A majority of the activities could be adapted to fit different time frames and individual school structures.

- Career Development--Some schools have a career education requirement that is fulfilled by a class, while other schools fulfill a similar requirement by integrating career development activities into core subject areas. Either method of delivering career development concepts could be enhanced by using selected BRIDGE unit activities. While not all of the activities are written with world of work applications, all of the unit topics are in some way related to success at work as well as success at school. A career emphasis can be added as examples to any of the activities, and the work maturity level of the students will determine the selection and adaptation of the activities.

GENERAL TEACHING TIPS

A creative learning environment depends upon each teacher's unique style, which is informed by his/her own experiences. Because one of the primary goals of BRIDGE is to help students experience (and feel) success, it is important that the learning environment be both challenging and nurturing, both serious and positive. Teachers of youth in projects similar to BRIDGE offer the following tips and suggestions for creating an effective learning environment:

- Be very clear about rules and expectations and involve the students in the development of guidelines at the beginning of the class.

- Post basic class rules on a bulletin board, and continue to review them so that nobody can ever say, "But I didn't know..."

- Be personal and warm while setting and keeping high standards for performance in the class.

- Apply consequences consistently and fairly--students need the structure and predictability.

- Get to know each student; learn their names quickly and use them often.

- Actively expect daily success from each student--do not tolerate failure.

- Premise your teaching on the belief that everyone can and will learn.

- Have a purpose for everything you ask the class to do--students need to see the usefulness of what they are doing in class.
- Give compliments to individual students for tasks well done.
- Reinforce success by communicating with parents by a quick phone call or a short postcard when their son or daughter has done something well.
- Make class competitions positive.
- Give instructions clearly and slowly--make sure students are listening actively with good eye contact.
- Give the students immediate feedback on their work, e.g., if they take a test, grade it right away.
- Vary the class activities so that the students read, write, and communicate every day.
- Keep a quick pace in the classroom--do not give their minds time to wander.
- Use every minute you have to engage them in the learning process--keep a collection of short activities to fill in the inevitable "few moments before the bell rings."
- Draw connections between what they are learning in your class and what they are learning in their other classes.
- Remind the students that what they learn in school can have a direct impact on their future earning power, e.g., learning to work in a small group in the class will lead to being an effective team worker, a skill that employers are demanding.
- Model an enthusiasm for learning--create some situations where you learn with and from the students in the class.
- Remember that often times negative behavior is a way of expressing pain or discomfort or anxiety--do not overreact or take things personally; do talk with and counsel students individually.
- Stay close to the students physically--circulate around the room so you are within touching distance.

- Grouping students in a circle can often encourage participation from those who are reluctant.
- Create an environment in which students learn to value and appreciate diversity.
- Treat students as individuals and expect the best from all of them.
- Start and end each class with a smile--if students feel good when they leave they will be likely to return!

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Journals

Closure

OVERVIEW

What does it mean to have self-esteem?

- It means feeling that there is a purpose in life.
- It means initiating smiles.
- It means accepting criticism without feeling devastated.
- It means challenging yourself to improve continually.
- It means being successful and knowing it.
- It means accepting compliments graciously.
- It means really knowing and feeling good about yourself.
- It means understanding you are completely acceptable right now!

Feeling good about yourself is what makes it possible to be enthusiastic about getting up in the morning.

People who can't think positively about themselves find it difficult to think positively about others and about life in general. This class is based on the idea that a positive self-image is absolutely important for personal and social success. We emphasize its importance by dealing with self-esteem right away, in the first unit, and we will be talking about it throughout the course.

A person with a good self-image is prepared with the basic personal skills to cope with such issues as responsibility, conflict resolution, and communication with adults, which must be faced not only in some of the units that follow, but also in life.

The topic of this first unit provides a theme that will recur in all of the other units throughout the year. In fact, working on self-esteem is a process that has no end.

Thoughts to Ponder

Every new adjustment is a crisis in self-esteem.
Eric Hoffer

You know more than you think you do.
Dr. Benjamin Spock

No one can make you feel inferior without your consent.
Eleanor Roosevelt

A man cannot be comfortable without his own approval.
Mark Twain

He's a real pessimist—he could look at a doughnut and only see the hole in it.
Anonymous

What lies behind us and what lies before us are tiny matters compared with what lies within us.
Anonymous

Some pursue happiness--others create it.
Anonymous

Freedom is not worth having if it does not include the freedom to make mistakes.
Mahatma Gandhi

Anonymous was often a woman.
Virginia Woolf

VOCABULARY

1.	*goal*	something you aim for which will take some effort to achieve
2.	*goal setting*	a step-by-step process used to attain what you've aimed for
3.	*cooperate*	to work together to accomplish something
4.	*compliment*	to say something good about someone else
5.	*self-awareness*	understanding something about yourself, for example, knowing why you feel the way you do in certain situations and how that affects your behavior
6.	*self-confidence*	belief in your own ability or power to do something
7.	*self-esteem*	to have respect for yourself
8.	*self-respect*	being proud of yourself for what you believe or have done
9.	*self-worth*	having a good opinion of yourself which you trust because of what you know about yourself
10.	*success*	achievement of what you set out to accomplish; sometimes, however, it is the journey itself, not the destination that marks success

ACTIVITY: SCHOOL SURVIVAL WALK

OBJECTIVE: Students will develop a degree of comfort and self-confidence in a new situation.

PROCESS:

1. Take the students on a tour of the school. Be sure to include:
    - an explanation of how the rooms are numbered
    - location of library, counselors, main office, nurse, cafeteria, bathrooms
    - location of specific classrooms they will be going to
    - explanation of school rules
    - extra time to locate and practice opening lockers
2. When they return, ask them to fill in the blanks on the handout, SCHOOL SURVIVAL WALK QUESTIONNAIRE.
3. Collect questionnaires and look them over for questions you can help answer.

TIME: 30 or more minutes

HANDOUTS/ MATERIALS: SCHOOL SURVIVAL WALK QUESTIONNAIRE

HANDOUT: SCHOOL SURVIVAL WALK QUESTIONNAIRE

1. One new thing I learned about the school is:

2. The best thing about myself that I can use to succeed in high school is:

3. The best thing about myself that I can offer to my school is:

4. Questions about high school that I still have are:

ACTIVITY: A BIG WELCOME

OBJECTIVE: Students will get to know each other better and will feel welcomed by the group.

PROCESS:

1. Copy the 15 Interview Questions for a Big Welcome onto separate slips of paper or small cards. Put them all into a hat, and have each student draw one slip. If the class is an uneven number, you draw one, too. Divide the class into pairs and let each person ask his/her partner their question. Allow 2-5 minutes, depending on the need. Each pair then stands before the class. Each person introduces the other to the class using his/her full name and that person's answer to the question, e.g., Bill White's favorite movie is "Karate Kid." The rest of the class then gives a big welcome--with whistles, cheers, applause! Do your best to create enthusiasm and to control the noise level at the same time.

2. Distribute the handout, A BIG WELCOME QUESTIONNAIRE. When students are finished, suggest that it is topics like these that would be good to include in journal writing.

TIME: 30 minutes

HANDOUTS/ MATERIALS:

INTERVIEW QUESTIONS
A BIG WELCOME QUESTIONNAIRE

INTERVIEW QUESTIONS

1. What is something you can do that not everybody else can do?
2. What is a family tradition that you enjoy?
3. What was something dangerous or scary that you risked doing anyway?
4. What would you like to be doing 10 years from now?
5. What is the most interesting place you have ever been?
6. What is your favorite movie?
7. Who is your favorite musician or musical group?
8. What is your favorite book?
9. If you had your own car, where would you go?
10. If you had a million dollars, what would you do with it?
11. What TV character do you think is most like you? Why?
12. What was one really fun thing you did this summer?
13. What subject do you like best? Which do you like least?
14. What sport do you play best? What sport would you like to play better?
15. If you were an animal, what kind would you like to be? Why?

HANDOUT: A BIG WELCOME QUESTIONNAIRE

1. When I was talking with my partner, I felt:

2. When I was being introduced, I felt:

3. When the class welcomed me, I felt:

4. I wonder if others would accept me if they knew:

5. Being a part of this groups feels:

6. One thing that they might not know about me that I would like them to know is:

ACTIVITY: JOURNAL WRITING

OBJECTIVE: Students will understand the rationale behind journal writing.

PROCESS:

1. Before doing this activity, carefully review the section on Journals in the *Implementation Suggestions*; it gives background on the value of student journals.

2. Discuss the process of journal writing and explain the rationale:
   - to express your own opinions, feelings, and thoughts
   - to have something to call your own and be comfortable writing in each day
   - to learn about yourself
   - to relate with the teacher in a confidential manner
   - to look back later and see how you might have changed

3. Journals should be either a spiral-bound notebook or a looseleaf binder but never loose sheets of paper. It is important to keep the journal entries in one place so the students can reflect back on what they wrote earlier, and the teacher can too, as the student and teacher correspond in the journal.

4. Let students create a collage for a cover for their journals. The collage should:
   - include their names in some way
   - express themselves, being a sort of "self-portrait"

5. When the covers are done, give students time to make their first entry in their journals. Remind them that this is a private correspondence between the student and the teacher and it is not graded. Use the Journals section at the end of this unit to help students get started.

TIME: 30 minutes

HANDOUTS/ MATERIALS: Old magazines, glue, scissors, 3-ring binder with notebook paper or spiral notebook, 11x17 construction paper, 3-hole punch

ACTIVITY: GOAL SETTING

OBJECTIVE: Students will learn a technique to set personal goals.

PROCESS:

1. Ask students to do handout, I WISH... Discuss how some of our wishes could come true if we work toward them as goals.

2. Remind students that we do not have to change anything in order to be acceptable, but that we all have things we wish for or want to improve. The best way to do this is to set realistic goals for ourselves. To be realistic, we need to be sure it is POSITIVE. Secondly, a goal must be something that actually can be ACHIEVED. Finally, a goal must be easily MEASURED. Each goal must state three things:
   - What will be done? (be positive)
   - By how many or how much? (can you achieve it?)
   - By when? (did I do it?)

3. As a group, set some possible goals, e.g., I will go for a walk three times by Friday, or I will get an A on my science report on Friday. Help them identify the positive, the achievement, and the measurement.

4. Then have students refer to the handout and look at the three words they wish described them. Ask them to come up with a weekly goal that might get them a step closer to one of their wishes.

5. Form groups of four or so, and have students share their goals. They may suggest refinements for each other. Each week these same students could meet as a support group to reinforce each other as they meet their goals or ask for help in rewriting them. Members in the group could ask each other these questions:
   - Did you meet your goal?
   - Why or why not?
   - What is your goal for next week? Is it positive, achievable, and measurable?

GOAL SETTING (cont.)

TIME: At least one class period

HANDOUTS/ MATERIALS: I WISH . . .

HANDOUT: I WISH...

Complete the following statements by writing the first thing that comes to your mind. When you are done, read them over and think about what these might tell you about yourself.

1. I wish I were______________________________
2. I wish I could______________________________
3. I wish I had______________________________
4. I wish I would______________________________
5. I wish I wouldn't______________________________
6. I wish I would have______________________________
7. I wish I wouldn't have______________________________
8. I wish I had said______________________________
9. I wish I wouldn't have said______________________________
10. In the future I wish I could be______________________________
11. I wish I liked______________________________
12. I wish I didn't like______________________________
13. I wish I looked like______________________________
14. I wish I acted like______________________________
15. I wish I______________________________
16. I wish I had a job doing______________________________

I WISH . . . (cont'd.)

Write three words that describe you.

1. ______________________________
2. ______________________________
3. ______________________________

Write three words that you wish described you.

1. ______________________________
2. ______________________________
3. ______________________________

ACTIVITY: CHALK PUZZLE

OBJECTIVE: Students will learn to cooperate in a group situation.

PROCESS:

1. Copy the sentences on the next page onto separate strips of paper.

2. Have each student draw one strip from a hat. If any are left over, be sure to distribute them so the group has all the clues.

3. Tell students they have 15 minutes to put the strips in order and figure out where the chalk is now. Interrupt only if absolutely necessary. Allow them to move around as much as they want in solving the mystery. Let them do it entirely on their own.

4. Once solved, reinforce students for leadership, cooperation, creative problem solving, and their ability to work as a group.

TIME: 20 minutes

HANDOUTS/ MATERIALS: CHALK PUZZLE CLUES

CHALK PUZZLE CLUES

I brought my favorite chalk to school on Monday.

I forgot to put it away at the end of the day.

Two students arrived early Tuesday and used it to draw on the chalkboard.

They dropped it when I walked in and forgot to pick it up.

After school Tuesday the janitor swept it up and put it in the wastebasket.

I came back for something I forgot, saw it, and took it out. I put it on my desk.

It rolled off my desk, and a student saw it Wednesday just before she was going to step on it. She put it in the chalk tray.

I picked it up to use it that day and absentmindedly put it in my pants pocket.

I went home that night and threw my pants into the washer. I saved the chalk just in time.

I forgot to bring the chalk to school the next morning.

Next morning I put the chalk in my jacket pocket and came to school.

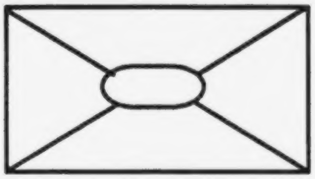
I haven't moved it since.

ACTIVITY: GETTING TO KNOW YOU...

OBJECTIVE: Students will increase self-awareness.

PROCESS:

1. Give each student one 5x8 card and pins with which to pin cards to their shirts or dresses. They will use pen or pencil to divide it in the following way:

   In the middle circle they write their name and under that (in the circle) the quality they value most in other people. On top, they will write three things: a) their favorite hobby or pastime, b) something else they are good at or enjoy doing, c) what they would like to be doing five years from now. On the right, they write three more things: a) what they would save first if their house were on fire, b) their favorite place they have ever been, c) a place they have never visited but would like to. On the bottom they should write what they would like others to say about them after they die. And on the left they should write three more things: a) their favorite fairy tale character, b) the person they would most like to be like, c) the role they enjoy most in life.

2. Students then pin cards on themselves and go around the room to talk to others. They are to try to talk with at least five people about what they do or do not have in common and the new things they learned about them.

3. Back together as a large group, call on volunteers to discuss what they learned about themselves from writing the cards and talking with others.

GETTING TO KNOW YOU... (cont.)

TIME:	30 minutes
HANDOUTS/ MATERIALS:	One 5x8 notecard and one straight pin per pupil

ACTIVITY: GROUP MURAL

OBJECTIVE: Students will express themselves individually and as a group.

PROCESS:

1. Ask students to complete handout, FINDING ME IN THE MURAL.
2. Let students each find one picture in a magazine that describes them in some way. While they are doing this, go around and take a Polaroid photo of each student. They will then attach their photo to the magazine picture.
3. They then glue their pictures to one large sheet of butcher paper. Students should sign their names by their pictures. (If there is extra time, have them cut out words for the mural that describes the group or the program in some way.)
4. Put the mural up on a wall, and discuss how it is a visual communication of everyone in the class.

TIME: 20 to 35 minutes

HANDOUTS/ MATERIALS: Large piece of butcher paper, Polaroid camera and film, glue, scissors, magazines
FINDING ME IN THE MURAL

HANDOUT: FINDING ME IN THE MURAL

Answer these questions as specifically as possible:

1. Five years in the future:

    Where will you live?

    Will you be married? ...have children?

    Will you have a house? ...an apartment?

    What other expenses will you have?

    What kind of car will you have?

    Will you be working? Where? Doing what?

    What qualified you for the job?

    Do you plan to keep it for awhile? How long?

    Any chance for advancement?

2. What are you doing about your future now?

ACTIVITY: COMPLIMENT CIRCLE

OBJECTIVE: Students will learn to give and receive compliments.

PROCESS:

1. Talk with students about how difficult it is for some people to give and/or receive compliments. What defenses do some of us have? Denying it is true, giggling, ignoring it?

2. Divide the class into groups of 6-8 and ask each group to sit in a small circle. Select a person to be the first receiver. Each person in the circle says a different, positive thing about that person. The person who is "it" must listen and accept the compliment with an appropriate "thank you" and a smile.

3. Continue the activity until every student has had a chance to be the receiver, but it need not be done all in one day.

TIME: 20 to 25 minutes

HANDOUTS/ MATERIALS: None

ACTIVITY: WORD JUMBLE

OBJECTIVE: Students will play with words related to self-esteem.

PROCESS:

1. Distribute handout, WORD JUMBLE.
2. The task is to unscramble the letters so each is a word related to this unit.
3. This activity could be done as a team competition, the winner being the first team to unjumble the words correctly.
4. A follow-up activity can be for the students to create their own word jumbles.

TIME: 10 to 15 minutes

HANDOUTS/ MATERIALS: WORD JUMBLE

HANDOUT: WORD JUMBLE

1. aolg______________________________
2. cssuces____________________________
3. meetes____________________________
4. presect____________________________
5. fidconence__________________________
6. plimcoment__________________________
7. coopateer___________________________
8. fftore_____________________________
9. roudp_____________________________
10. ripde_____________________________

JOURNALS

Ideally, each of you will be writing in your journal on a regular basis, at least once or twice a week. This should be "free writing," that is, writing for about five or 10 minutes straight, about whatever comes to your mind.

If you need some ideas to get you going during this unit, here are some suggestions. Try to write at least two paragraphs for each sentence you choose to complete. A complete paragraph includes an introductory sentence, about three or more sentences, and then a concluding sentence.

- Someplace where I can really be myself is ______________________________ because:
- Describe someone you admire. What are his/her qualities and accomplishments?
- I am fun to be with because:
- People think I have good ideas because:
- I like who I am because:
- A job I was successful at was:
- The first money I ever earned was:
- I feel good about myself because:

CLOSURE

Closure is an important part of learning. Ending each unit with a structured activity will: 1) reinforce what was learned in the unit; 2) illustrate how the concepts can be applied to one's life; 3) make connections between previous and future learning; and 4) clear the air to start a new topic. A quick wrap-up activity will create a sense of completion which, for many, is followed by feelings of success.

Suggestions:

1. Discuss any or all of these questions:
   - What were the main ideas in this unit?
   - What did you like best/least about this unit?
   - What did you learn in this unit that will have a lasting influence on you?
   - What about this unit will you remember 5 years from now?
   - What about this unit would you want to teach to a friend?

   Alternatively, students could write their responses to the above questions.

2. Ask students to complete this sentence and elaborate for a few paragraphs: Now that we have finished this unit on *Self-Esteem*, I am different in these ways:

3. Ask the students for suggestions about how this unit might be improved for the next group of students. Be sure that you elicit from them the rationale for their suggestions.

4. Review the vocabulary words that you taught at the beginning of the unit, and talk with students about ways they can incorporate these words into their daily working vocabulary.

5. Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.

6. Ask students to write answers to the following questions:
   - What was the high point of this week?
   - List 1or 2 ways this week could have been better. How can you help bring this about?
   - Identify 3 choices you made this week.
   - Whom were you in emphatic agreement or disagreement with this week?
   - What is one thing you wish you had finished this week?
   - What made you feel proud of yourself this week?

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4. A Responsible Adult Visitor
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Closure

OVERVIEW

What does it mean to be responsible for yourself and your own actions?

- It means that friends and co-workers can trust you to be honest.
- It means people can rely on you to keep your word.
- It means you treat yourself and others with respect.
- It means you can take initiative and do things before being asked.
- It means you can usually give a good explanation of why you do or think things that others may not understand.

To whom are we responsible? For what are we responsible? What does it mean to be responsible? It seems as though every one of us, at least once in our lives, has been told, "Now, that wasn't very responsible of you to do that!" What do people mean when they say that to someone?

It is hard to imagine being successful at school or at work if you are not responsible for yourself and to others. It is also hard to imagine being a very happy person if other people can not trust you. People who are not responsible for themselves and to others tend to live outside the mainstream of our society and do not reap the benefits of being a part of a local community.

This unit will help you begin to develop some insights about what it feels like to be a responsible young person.

Thoughts to Ponder

Our privileges can be no greater than our obligations. The protection of our rights can endure no longer than the performance of our responsibilities.
John F. Kennedy

There is no growth except in the fulfillment of obligation.
Antoine de Saint-Exupery

It is better to light a candle than to curse the darkness.
Chinese Proverb

To be always ready, a man must be able to cut a knot, for everything cannot be untied.
Henri Frederic Amiel

In soloing--as in other activities--it is far easier to start something than it is to finish it.
Amelia Earhart

It takes more courage to change one's opinion than to stick to it.
Georg Christoph Lichtenberg

I look to the future, because that's where I'm going to spend the rest of my life.
George Burns (at age 87)

VOCABULARY

1.	***benefits***	good things you receive as a result of something
2.	***duties***	things you ought to do because they are expected of you
3.	***individuality***	the qualities that make you you and not someone else
4.	***obligation***	duty or service you perform because of a promise or an agreement you made with someone
5.	***personality***	the combination of your abilities, interests, and attitudes that make you the kind of person you are
6.	***privilege***	a special right or advantage given to a person because of position, age, sex, citizenship, or achievement; privilege often gives you an advantage over another person
7.	***responsibility***	the willing exercise of behavior or action that is expected of you by your friends, parents, school, community, or country
8.	***rights***	considerations and opportunities that are due to you
9.	***role***	a part someone plays in real life (such as a mother, brother, friend, or student) that involves a relationship with you
10.	***values***	personal beliefs that members of a group, or society as a whole, agree are good, or in which you personally believe

ACTIVITY: RE-SPON-SI-BIL-I-TY--WHAT DOES IT MEAN?

OBJECTIVE: Students will review dictionary use.

PROCESS:

1. Review how to use the dictionary.
2. Define responsibility to the class.
3. Have students break into small groups of two to four. Assign each group four or five words to look up and learn the definitions.
4. Each group needs to select one person to report back to the class the definitions they learned.
5. Discuss which of the words are related to responsible behavior.
6. Give a spelling test on these words at the end of the unit.

TIME: 35 to 40 minutes

HANDOUTS/ MATERIALS:

RESPONSIBILITY--WHAT DOES IT MEAN?
Dictionaries

RESPONSIBILITY
What does it mean?

Definition: [re spon si ble, adj. 1. Legally or ethically accountable for the care and welfare of another. 2. Involving personal accountability or ability to act without guidance or superior authority. 3. Being the source or cause of something. 4. Capable of making moral or rational decisions on one's own, and therefore answerable for one's behavior. 5. Able to be trusted or depended upon; reliable. 6. Based upon or characterized by good judgment or sound thinking. 7. Having the means to pay debts or fulfill obligations. 8. Required to render account; answerable. *The American Heritage Dictionary of the English Language, 1976.*]

ACTIVITY: HOW MANY HATS DO I WEAR?

OBJECTIVE: Students will see that each of us performs numerous roles and that different roles require different responsibilities.

PROCESS:

1. As a whole class, briefly identify different roles a student plays. You can begin this by identifying the roles on the handout, STUDENT ROLES.

2. Divide the class into small groups of about three and have each group decide on a role they will represent, e.g., student, consumer, friend, son/daughter, citizen. Have students in each group list responsibilities of the roles they represent. Assist each group with ideas if the process gets sluggish.

3. Each group should then share its list of responsibilities; other groups can then suggest additional responsibilities.

4. Lead a class discussion about which roles take the most time. Which do they enjoy the most? Which roles conflict? Which are most personally frustrating?

TIME: 25 minutes

HANDOUTS/ MATERIALS: STUDENT ROLES

HANDOUT: STUDENT ROLES

student

freshman (sophomore, etc.)

friend

consumer

son/daughter (family member)

brother/sister

employee

church member

club member

citizen

ACTIVITY: BEING A RESPONSIBLE STUDENT

OBJECTIVE: Students will become familiar with their rights and responsibilities as a member of the student body.

PROCESS:

1. Ask students to review what is in the Student Handbook, each school's guidelines for responsible student behavior.
2. Highlight attendance procedures, grading, rights/responsibilities, dress code.
3. Divide the class into groups of two or three and give each group an assignment to learn certain things from the Handbook, such as:
    - How do you report something missing?
    - What if you lose your library book?
    - What are campus hours?
    - What do you do if you have to leave early for a doctor's appointment?
    - When are report cards given out?
    - How do you make a class change?
4. Have each group report answers to the class. When they report, they should state where in the handbook they found the answer and what this has to do with responsible behavior.

TIME: 40 minutes

HANDOUTS/ MATERIALS: STUDENT HANDBOOK

ACTIVITY: A RESPONSIBLE ADULT VISITOR

OBJECTIVE: Students will gain an understanding of the kinds of responsibilities that school personnel have.

PROCESS:

1. Invite to the class a school staff person, such as the principal, counselor, custodian, librarian, cafeteria manager, secretary, or attendance clerk. If possible, try to select an ethnic or nontraditional worker to serve as the role model.
2. Inform students of who is coming prior to the speaker's visit, and brainstorm with them a series of questions to ask. Refer to the vocabulary list and the handout, QUESTIONS FOR THE SPEAKERS.
3. Have the school employee speak to students about his/her job responsibilities, how he/she accomplishes these duties, what techniques work best, how he/she helps students, etc.
4. Leave time for students to ask their questions. At the end of the session, close by asking both the visitor and the students if they have further questions or comments.
5. Tell the class that they will next write a thank you letter.

TIME: One class period

HANDOUTS/ MATERIALS: QUESTIONS FOR THE SPEAKERS

HANDOUT: QUESTIONS FOR THE SPEAKERS

1. What are your job responsibilities?
2. How do you accomplish these tasks? What organizational methods do you have?
3. How did you choose this field?
4. What do you like best about your job?
5. What do you like least?
6. What suggestions do you have that can help a student be successful and responsible?
7. How do you juggle all the roles in your personal and professional life?

ACTIVITY: THANK YOU!!

OBJECTIVE: Students will understand the techniques of writing a thank-you letter.

PROCESS:

1. Discuss why thank-you letters are written.
2. Discuss how letters are written. Format, salutation, and proper contents should be discussed.
3. Have students pick a person among those they met on the School Survival Walk, or a recent guest speaker, to whom they would like to write a thank-you letter.
4. Divide into small groups and have each group compose one letter.
5. If time permits, individual students can write a more personal letter, depending on people/places visited.
6. Address the envelopes and mail or deliver them.

TIME: 25 to 40 minutes

HANDOUTS/ MATERIALS: Envelopes and stamps

ACTIVITY: GETTING ORGANIZED TO BE RESPONSIBLE

OBJECTIVE: Students will identify some of the strategies they can use to be responsible.

PROCESS:

1. Review the activity "How Many Hats Do I Wear?"
2. Review the student responsibilities that were discussed.
3. Divide the class into groups to brainstorm techniques that will help them be successful at school this year.
4. Ask each group to report on their suggestions.
5. Give students time to set a personal goal in the area of student responsibility.

TIME: 30 minutes

HANDOUTS/ MATERIALS: None

ACTIVITY: MY, HOW TIME FLIES

OBJECTIVE: Students will learn how to make a weekly schedule.

PROCESS:

1. Review the daily roles and responsibilities of being a student.

2. Show the class as a group why time schedules are important. Talk with students about the need to:
    - balance work and play
    - plan ahead
    - not try to fit too much in a day or a week
    - think about whether you have enough time to accomplish all your tasks and your leisure activities
    - deal with questions that arise when you "don't have time" to do it all
    - fit into the next day or week's schedule what you didn't complete today or this week.

    Offer some tips on how you manage your own time, e.g., how you perform all your roles.

3. Brainstorm and write on the board the best estimates you can make for the time it takes to perform the following activities:
    - grooming
    - eating
    - transportation
    - classes
    - studying
    - school activities
    - nonschool activities

4. Distribute and ask students to complete the handout, TIME MANAGEMENT CLOCK. Then do a sample daily schedule on the chalkboard with the whole class. Then let students develop their own personal daily schedules. Set some guidelines:
    - put the "must do" items in the schedule first
    - fill in with "want to do" items

5. Ask each student to present their schedules, letting the class make suggestions.

MY, HOW TIME FLIES (cont'd.)

6. Homework assignment: Using the handout, WEEKLY CALENDAR, ask each person to prepare their own weekly schedule and bring in the next day for review.

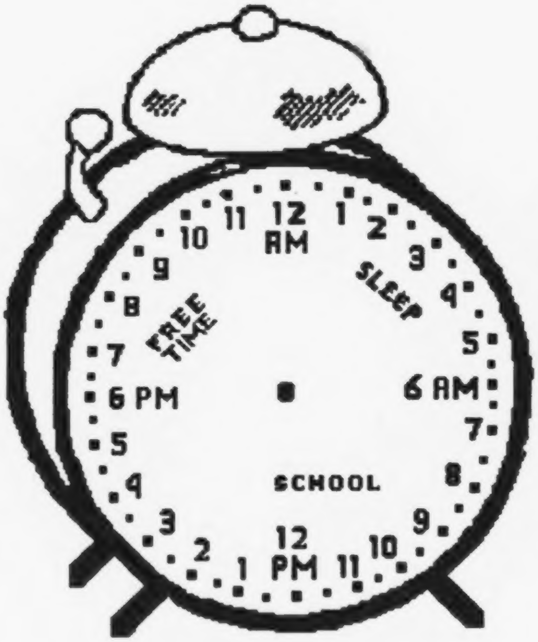
TIME: 20 to 25 minutes

HANDOUTS/ MATERIALS:

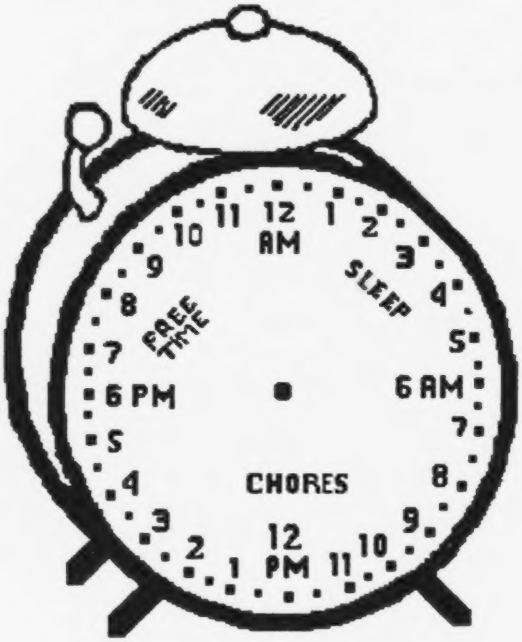
WEEKLY SCHEDULE
TIME MANAGEMENT CLOCK

HANDOUT: TIME MANAGEMENT CLOCK

WEEK DAY CLOCK


11
12
AM
1
2
3
SLEEP
4
5
6 AM
7
8
9
10
11
12
PM
1
2
3
4
5
6 PM
7
FREE TIME
8
9
10
SCHOOL

WEEKEND CLOCK


11
12
AM
1
2
3
SLEEP
4
5
6 AM
7
8
9
10
11
12
PM
1
2
3
4
5
6 PM
7
FREE TIME
8
9
10
CHORES

1. Draw lines from the center of the clocks to the times you get up, get home, and go to bed.
2. Count the number of hours in the FREE TIME section of each clock and write them on the clocks.
3. Figure out your TOTAL FREE TIME HOURS for the week:

WEEK DAY FREE TIME HOURS:__________ X 5 = ___________

WEEKEND FREE TIME HOURS:__________ X 2 = ____________

TOTAL FREE TIME HOURS PER WEEK = ________________________

Source: Unknown

HANDOUT: WEEKLY CALENDAR

WEEK OF ________________________________
Month, Day, Year

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 a.m.							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 Noon							
1:00 p.m.							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 midnight							
1:00 a.m.							
2:00							
3:00							
4:00							
5:00							

ACTIVITY: MONTHLY EVENTS CALENDAR

OBJECTIVE: Students will learn how to develop a monthly calendar.

PROCESS:

1. Discuss with the class how a monthly calendar can assist people in meeting responsibilities. Review roles/responsibilities and daily and weekly calendars.

2. Have class give suggestions of what should be included in a monthly calendar (e.g., test dates, school events, report cards). Have students design/develop their own monthly calendar using the form provided as a guide.

3. A class calendar can be developed in addition to personal calendars. Ideally, a regular class activity would be to make a monthly calendar for the class bulletin board. Periodically the class can talk about how planning ahead for certain events results in personal benefits.

TIME: 25 minutes

HANDOUTS/ MATERIALS: MONTHLY CALENDAR (The Printmaster Unison World software program can make wonderful calendars.)

HANDOUT: MONTHLY CALENDAR

MONTH________________________________

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

ACTIVITY: STUDY SKILLS

OBJECTIVE: Students will learn the skills to improve academic performance.

PROCESS:

1. Have each student list the schedule of all their classes.
2. Together, identify which students have the same teachers and subjects. Suggest this as a resource for peer assistance, i.e., helping each other with coursework.
3. Discuss the handout, STUDY SKILLS, asking students to offer reasons why each skill is important. Practice study skills often in class with activities such as a non-graded quiz after a fun reading assignment or note-taking.
4. Have each student develop one homework goal as well as ideas for accomplishing the goal.
5. Ask students to present a problem or a question they have from one of their other classes. Let other students volunteer ways to help, so they are modeling peer assistance. Use the support groups established in the Unit 1 Goal Setting Activity for students to help each other with school work, with guidance from you.
6. These groups could meet on a regular basis at a convenient time in the schedule.
7. In addition, the goal-setting activities learned in the first unit should be applied regularly to academic progress in all the students' classes.

TIME: 30 minutes

HANDOUTS/ MATERIALS: STUDY SKILLS

HANDOUT: STUDY SKILLS

1. Attend class regularly.
2. Be as interested in work as possible. Learning can be fun!
3. Be sure you understand assignments. Listen to directions and write them down. Ask if you have questions--someone else probably has the same questions.
4. Plan ahead for your homework time. Work out a schedule and follow it.
5. Begin assignments early, so you won't have to rush at the last minute.
6. Complete your work and hand it in when due.
7. Make an appointment with your teacher if you need extra help.
8. Be positive about your work.
9. Listen carefully. You learn a lot by listening. Listen carefully so you remember what topics were discussed.
10. When taking notes, write down only the main ideas. Place stars or other marks by points the teacher stresses.
11. Tips for exam taking.
    - Read all directions and questions carefully.
    - In an essay exam, read all questions before you start writing.
    - Answer the easy questions first.
    - Spend the most time on questions that give the most points.
    - Double check all answers before turning in the paper.

ACTIVITY: WORD JUMBLE

OBJECTIVE: Students will play with words related to self-responsibility.

PROCESS:

1. Distribute handout, WORD JUMBLE.
2. The task is to unscramble the letters so each is a word related to this unit.
3. This activity could be done as a team competition, the winner being the first team to unjumble the words correctly.
4. A follow-up activity can be for the students to create their own word jumbles.

TIME: 10 to 15 minutes

HANDOUTS/ MATERIALS: WORD JUMBLE

HANDOUT: WORD JUMBLE

1. befenit________________________________
2. ytdu________________________________
3. leor________________________________
4. luvae________________________________
5. ghrit________________________________
6. ponsiresble________________________________
7. ersponal________________________________
8. legeivipr________________________________
9. endfri________________________________
10. vidindiual________________________________

JOURNALS

Ideally, each of you will be writing in your journal on a regular basis, at least once or twice a week. This should be "free writing," that is, writing for about five or ten minutes straight about whatever comes to your mind.

If you need some ideas to get you going during this unit, here are some suggestions. Try to write at least two paragraphs for each sentence you choose to complete. A complete paragraph includes an introductory sentence, about three or more sentences, and then a concluding sentence.

- I have shown responsibility and dependability lately by:
- A time when I was responsible for a good thing happening was:
- A time when I was responsible for a not-so-good thing was:
- I am a responsible student in these ways:
- I am a good worker because:

CLOSURE

Closure is an important part of learning. Ending each unit with a structured activity will: 1) reinforce what was learned in the unit; 2) illustrate how the concepts can be applied to one's life; 3) make connections between previous and future learning; and 4) clear the air to start a new topic. A quick wrap-up activity will create a sense of completion which, for many, is followed by feelings of success.

Suggestions:

1. Discuss any or all of these questions:
    - What were the main ideas in this unit?
    - What did you like best/least about this unit?
    - What did you learn in this unit that will have a lasting influence on you?
    - What about this unit will you remember 5 years from now?
    - What about this unit would you want to teach to a friend?

   Alternatively, students could write their responses to the above questions.

2. Ask students to complete this sentence and elaborate for a few paragraphs: Now that we have finished this unit on *Self-Responsibility*, I am different in these ways:

3. Ask students to think about how the ideas in this unit are connected to the ideas in the first unit. Discuss this as a group.

4. Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.

5. Review the vocabulary words that you taught at the beginning of the unit, and talk with students about ways they can incorporate these words into their daily working vocabulary.

6. Ask students to write answers to the following questions:
    - What was the high point of this week?
    - List 1 or 2 ways this week could have been better. How can you help bring this about?
    - Identify 3 choices you made this week.
    - Whom were you in emphatic agreement or disagreement with this week?
    - What is one thing you wish you had finished this week?
    - What made you feel proud of yourself this week?

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OVERVIEW

All of us make many decisions every day of our lives. Some of our decisions are good ones and some of them are not so good. Some are made carefully, and some are made impulsively. Wise decision-making requires a very careful, step-by-step process. This process may seem long and complicated, but after you follow it a few times it becomes as natural as riding a bike.

Decision-making is not without its risks. Some of us are more willing to take risks than others. Some decisions carry with them very little risk and some carry a great deal of risk. In most cases, however, you can decrease the risks involved by being as prepared as possible. If you weigh all of your alternatives and make a decision carefully, you'll rarely have any cause for regret.

It can be frustrating to make a decision if you do not clearly understand the problem, if you do not have enough information, or if you do not have a good understanding of the alternatives. Not only can it be frustrating, but you could make a decision that you later come to regret.

All decisions, be they personal, social, academic, or work-related, should be made using the following steps:

1. Clearly state the decision you want to make.
2. Gather all the important information you can find.
3. List all the possible alternatives.
4. Rank each alternative in the order which seems best for you.
5. Make the decision.

Your own values will affect your decisions a great deal. They help you clarify what you want and why you want it. The more you understand your own values, the more you will understand why you make the decisions you do.

Thoughts to Ponder

How to fold a diaper depends on the size of the baby and the diaper.
Dr. Benjamin Spock

You can't turn back the clock, but you can wind it up again.
Bonnie Prudden

Procrastination is the thief of time.
Edward Young

Not to decide is to decide.
Anonymous

Plans get you into things, but you got to work your own way out.
Will Rogers

If there are obstacles, the shortest distance between two points may be the crooked line.
Bertolt Brecht

VOCABULARY

1.	***alternatives***	available choices between two or more things
2.	***achievements***	what you accomplish by working hard and putting forth effort
3.	***commitment***	a promise to do something
4.	***decision***	a choice made by weighing alternatives--or what you choose after looking at different ways to go (alternatives)
5.	***opinion***	a belief or view you have about something
6.	***outcome***	a result from some action
7.	***process***	a procedure with many steps and changes--or the steps you take to get where you want to be
8.	***respect***	to show admiration and honor for someone or something
9.	***risk***	a chance you take that may result in either the loss or gain of something
10.	***strategy***	the planning of something which leads to the achievement of goals
11.	***options***	same as alternatives; different choices that you can make, or different ways to go about doing something

ACTIVITY: TAKING A STAND

OBJECTIVE: Students will experience making a commitment to an opinion by taking a "physical" stand.

PROCESS:

1. Introduce the concept of commitment to an idea and standing up for what you believe.

2. Elicit from the class some controversial topics about which people would have different opinions. Some examples are:
   - "Mothers of young children should not work outside the home."
   - "The death penalty should be illegal."
   - "Recreational drugs should be legal."
   - "Both young men and young women should be eligible for a draft."

   Alternatively, you could choose some topics you want to discuss, as long as you feel sure that students would have differing opinions about them.

3. Choose one topic to begin with, and ask students to decide on their opinion "for" or "against." All of those "for" the statement will go to one side of the room and all those "against" will go to the other side of the room, so each student is taking a "physical" stand on the issues.

4. Repeat this process for each topic, letting students move from one side of the room to the other as their opinions change.

5. Pause periodically to ask students to explain their opinion choices. Let students change their minds (i.e., move to another side of the room) after brief discussions.

6. Close the activity with a discussion about how it feels to hold a minority/majority opinion.

7. Ask students to write a paragraph or two about why responsible people sometimes have to take a stand and stick to their beliefs.

TAKING A STAND (cont.)

TIME: 40 minutes

HANDOUTS/ MATERIALS: None

ACTIVITY: IDENTIFYING VALUES AND BELIEFS

OBJECTIVE: Students will explore important life values.

PROCESS:

1. Have students complete the handouts, WHAT I BELIEVE IN and PRACTICING WHAT I BELIEVE IN.

   Note: Because it is important for students to distinguish what they believe (value) from what they actually do, it might be a good idea to do the two handouts on two different days.

2. For both handouts, encourage students to be honest with themselves on their ratings. Remind them that they will not have to show their answers to anyone else.

3. After students have completed their handouts, distribute the handout, LIST OF VALUES. In class discussion, identify which items from the handouts would belong in which value categories.

4. Have students compare their two handouts and write a short paragraph about where their practices matched their beliefs (values), where their practices were different from their beliefs, and the most important values to them from the List of Values. This is a "What have I learned about myself?" assignment.

TIME: 1 to 2 class periods

HANDOUTS/ MATERIALS:
WHAT I BELIEVE IN
PRACTICING WHAT I BELIEVE IN
LIST OF VALUES

Source: Adapted from: Career Awareness/Exploration Curriculum Kit. (WEEA/EDC) and The Whole Person Book: Toward Self-Discovery and Life Options (WEEA/EDC).

HANDOUT: WHAT I BELIEVE IN

DIRECTIONS: How important are each of the following things to you? For each item, put a check in the space that best describes how important it is to you.

I BELIEVE IN . . .	Very Important	Somewhat	Not Very	Don't Know
being courteous				
being tactful				
winning				
constructive criticism				
moving ahead				
showing gratitude				
being prompt				
impressing others				
being friendly				
showing love				
following my religious beliefs				
school pride				
being fair				
being happy				
sharing				
equality between races				
being the best				
having others look up to me				
being helpful				
having a good time				
getting good grades				
being independent				
being loyal				
having insurance				
dressing nicely				
leading an exciting life				
being secure				
arguing				
being complimentary to others				
being a leader				
being popular				
trying everything once				
improving myself				
being well-known				
being myself				
having a good family life				
being honest				
being wealthy				
being dependable				
saving money				
showing enthusiasm				

HANDOUT: PRACTICING WHAT I BELIEVE IN

DIRECTIONS: How much do you practice each of the following things? Put a check in the space that best describes you. (Be honest.)

I BELIEVE IN . . .	Regularly	Pretty Often	Sometimes	Hardly Ever
being courteous				
being tactful				
winning				
constructive criticism				
moving ahead				
showing gratitude				
being prompt				
impressing others				
being friendly				
showing love				
following my religious beliefs				
school pride				
being fair				
being happy				
sharing				
equality between races				
being the best				
having others look up to me				
being helpful				
having a good time				
getting good grades				
being independent				
being loyal				
having insurance				
dressing nicely				
leading an exciting life				
being secure				
arguing				
being complimentary to others				
being a leader				
being popular				
trying everything once				
improving myself				
being well-known				
being myself				
having a good family life				
being honest				
being wealthy				
being dependable				
saving money				
showing enthusiasm				

Choose 3 items from those above that are most like you:

1.____________________ 2.______________________ 3.____________________

HANDOUT: LIST OF VALUES

Health

Family Involvement

Money/Wealth

Security

Helpfulness/Social Responsibility

Recognition/Achievement

Independence

Companionship/Friendship

Adventure

Influence

Knowledge

Imagination

Emotional Strength

Physical Strength

Honesty

Faith/Religious Beliefs

ACTIVITY: INFORMAL DECISION-MAKING

OBJECTIVE: Students will learn to use an informal decision-making process.

PROCESS:

1. Introduce three forms of informal decision-making:
   - flip a coin
   - list and rank alternatives
   - rely on advice from someone you trust
2. Present a decision problem situation. For example... You want to buy a watch for yourself because you need help managing your time better. However, your parents don't have extra money this month because they just had to replace an expensive kitchen appliance, and you won't have a job until summer.
3. Break into small groups and decide what to do about the problem. You could assign a different problem to each group.
4. Reconvene the class and share the decisions of each group.
5. Discuss how each person's value system influences their decision-making process.

TIME: 45 minutes

HANDOUTS/ MATERIALS: None

ACTIVITY:	CAREFUL DECISION-MAKING
OBJECTIVE:	Students will use the step-by-step decision-making process described in the Overview.

PROCESS:

1. Outline the steps in the decision-making process as presented in the Overview. Use the handout, THE 5 STEPS TO MAKING A CAREFUL DECISION.
2. Give some examples of everyday decisions the students may be making.
3. Take students through a model decision-making process with an educational decision, such as, "What elective shall I take next semester?" or "Should I go out for sports?"
4. Distribute the DECISION-MAKING WORKSHEET. Divide the class into groups, and have each group arrive at a decision together.
5. Ask each student to solve a problem on their own. The whole class could brainstorm some problems together to get started.
6. Review the process at the end.

TIME: One to two class periods

HANDOUTS/ MATERIALS:

THE 5 STEPS TO MAKING A CAREFUL DECISION
DECISION-MAKING WORKSHEET

HANDOUT: THE 5 STEPS TO MAKING A CAREFUL DECISION

1. Clearly state the decision you want to make (or the problem that needs to be solved).

2. Gather all the important information you can find.

3. List all the possible alternatives.

4. Rank each alternative in the order that seems best for you.

5. Make the decision (or solve the problem).

HANDOUT: DECISION-MAKING WORKSHEET

1. The decision I want to make is:______________________________

2. The most important information I can find:______________________

3. My alternatives are:
   a. ______________________________
   b. ______________________________
   c. ______________________________

4. Rank order of alternatives (1 = best; 3 = worst):
   1. ______________________________
   2. ______________________________
   3. ______________________________

5. My decision is:______________________________

ACTIVITY: USING A NEWSPAPER TO GATHER INFORMATION

OBJECTIVE: Students will apply the "information-gathering" part of decision-making to job choice and to personal finances.

PROCESS:

1. Give students a chance to browse through the newspaper.

2. Discuss the various parts of the newspaper, purposes of different sections, and types of articles.

3. Carefully discuss the classified ads; go over the job ads. How are salary/wages described in the paper? Teach the students how to convert salary:
    - from weekly to monthly.
    - from biweekly to monthly.
    - from monthly to yearly.

4. Briefly discuss the concept of a budget, e.g., what essentials are needed (rent, food, furniture, car, etc.), and the difference between fixed budget items, such as rent, and variable budget items, such as food or entertainment.

5. Divide the class into groups to practice budget decision-making based on financial information. Using information in the newspaper, ask the students to do the following exercise:
    - Decide on a job.
    - Find an apartment.
    - Buy furniture.
    - Consider transportation and other major elements of monthly expenses.
    - Make a budget.
    - Consider whether the money earned on the job allows you to live within the budget.

TIME: One to one and a half class periods

HANDOUTS/ MATERIALS: Newspapers (one for each student)

ACTIVITY:	DECISION-MAKING INTERVIEW
OBJECTIVE:	Students will refine their interviewing skills.

PROCESS:

1. Arrange to have two adult "guest speakers" come to the class to talk about a difficult decision they had to make.
2. Review the interview exercise in Unit 2, and the decision-making process just taught. Remind students that they have just learned a very precise process for making a good decision and that most people may not be aware of each step in the process.
3. Distribute and discuss the handout, DECISION-MAKING INTERVIEW GUIDE, on the day before the guest comes.
4. In class, after the interviews are done, ask students to discuss the decision-making processes that were used by the persons they interviewed.
5. Lead a discussion about how different people make decisions. What advantage do people have if they know the 5 steps in the decision-making process?

TIME: One class period plus preparation and follow-up

HANDOUTS/ MATERIALS: DECISION-MAKING INTERVIEW GUIDE

HANDOUT: DECISION-MAKING INTERVIEW GUIDE

Listed here are some questions to ask the adult you are interviewing. Ask some questions of your own, too.

1. What difficult decision have you had to make in your life?
2. How did you decide what to do?
3. How long did it take you to make the decision?
4. Did you ask for advice from others as you thought about the problem?
5. Given the same situation today, would you come to the same decision?
6. What advice would you give me about making decisions?

ACTIVITY: WHY IS DECISION-MAKING SO IMPORTANT?

OBJECTIVE: Students will review and bring closure to the unit.

PROCESS:

1. Review the key points of the unit.
2. Have students articulate what they learned. How can this be applied to the future, both immediate and long range?
3. Have each student describe a decision he/she has made in the last two weeks, and why the decision was made.
4. Ask individuals to write a paragraph or two about some important decision they will make during the school year.
5. Ask students to share the decisions they expect to make this year. Write them on the board. Help make it a comprehensive list, and discuss ways the students could help each other.

TIME: 30 minutes

HANDOUTS/ MATERIALS: None

ACTIVITY: WORD JUMBLE

OBJECTIVE: Students will play with words related to decision-making.

PROCESS:

1. Distribute handout WORD JUMBLE.
2. The task is to unscramble the letters so each is a word related to the ideas in this unit.
3. This activity could be done as a team competition, the winner being the first team to unjumble the words correctly.
4. A follow-up activity can be for the students to create their own word jumbles.

TIME: 10 to 15 minutes

HANDOUTS/ MATERIALS: WORD JUMBLE

HANDOUT: WORD JUMBLE

1. hoosec______________________________
2. dedcie______________________________
3. srelut______________________________
4. skir______________________________
5. nlap______________________________
6. prossec______________________________
7. actoin______________________________
8. ngeach______________________________
9. naig______________________________
10. cisdeion______________________________

JOURNALS

Ideally, each of you will be writing in your journal on a regular basis, at least once or twice a week. This should be "free writing," that is, writing for about five or ten minutes straight about whatever comes to your mind.

If you need some ideas to get you going during this unit, here are some suggestions. Try to write at least two paragraphs for each question or sentence you choose to complete. A complete paragraph includes an introductory sentence, about three or more sentences, and then a concluding sentence.

- How do you handle it when everybody thinks one way about something and you think another way? For example, if you wanted to do something and your close friends or family didn't want you to do it, how would you handle the problem? What would you consider in making your decision?

- Describe an important decision you've had to make in your life. Was it difficult? What were the things you had to consider? How did you finally arrive at a decision? How do you feel about it now?

- How does it feel to share in making a decision?

- A time at work when I had to make an important decision was:

- An important decision I made in the past 6 months was:

CLOSURE

Closure is an important part of learning. Ending each unit with a structured activity will: 1) reinforce what was learned in the unit; 2) illustrate how the concepts can be applied to one's life; 3) make connections between previous and future learning; and 4) clear the air to start a new topic. A quick wrap-up activity will create a sense of completion which, for many, is followed by feelings of success.

Suggestions:

1. Discuss any or all of these questions:
    - What were the main ideas in this unit?
    - What did you like best/least about this unit?
    - What did you learn in this unit that will have a lasting influence on you?
    - What about this unit will you remember 5 years from now?
    - What about this unit would you want to teach to a friend?

    Alternatively, students could write their responses to the above questions.

2. Ask students to complete this sentence and elaborate for a few paragraphs: Now that we have finished this unit on *Decision-making*, I am different in these ways:

3. Ask students to think about how the ideas in this unit are connected to the ideas in previous units. Discuss this as a group.

4. Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.

5. Review the vocabulary words that you taught at the beginning of the unit, and talk with students about ways they can incorporate these words into their daily working vocabulary.

6. Ask students to write answers to the following questions:
    - What was the high point of this week?
    - List 1or 2 ways this week could have been better. How can you help bring this about?
    - Identify 3 choices you made this week.
    - Whom were you in emphatic agreement or disagreement with this week?
    - What is one thing you wish you had finished this week?
    - What made you feel proud of yourself this week?

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Closure

OVERVIEW

Remember when you used to walk around the house bugging your parents with, "I don't have anything to do!" At some time that changes to, "How can I get it all done?" For most of us this happens in high school.

The amount of school work normally given to you increases at the very time you become more involved socially, are given more responsibilities at home, and begin to take on jobs; not to mention the fact that you are facing physical and emotional changes as well as personal identity issues. Whew! How can you get it all done?!

This unit addresses the never-ending problem of time management and focuses on the specific needs of freshmen in high school. You may already be familiar with some of the study tips offered here. If so, a review might be in order. Other suggestions about time management may differ from practices you are already using successfully. If so, be sure to consider all your alternatives and choose the strategies that work best for you. Everybody is different, and everybody comes up with their own techniques to manage time efficiently.

Thoughts to Ponder

He who gains time gains everything.
Benjamin Disraeli

Time ripens all things. No man is born wise.
Cervantes

Half of one's life is spent trying to find something to do with the time we have rushed through life trying to save.
Will Rogers

Time is the most valuable thing one can spend.
Theophrastus

All glory comes from daring to begin.
Anonymous

Life is what happens to you when you're making other plans.
Betty Talmadge

Between saying and doing many a pair of shoes is worn out.
Italian Proverb

Procrastination is the thief of time.
Edward Young

VOCABULARY

1.	***accomplishment***	something that you successfully complete
2.	***efficient***	doing or completing something correctly, in a reasonable period of time or less
3.	***incentive***	something that encourages you or makes you want to do something
4.	***inventory***	a list of all your property or skills
5.	***optimum***	the most and best that you can do; the best situation that you can be in
6.	***prioritize***	to put in order, from the most important to the least important
7.	***strategy***	a plan you use to get something you want or need
8.	***stress***	having too many things to do and feeling you won't be able to get them all done; having feelings you can't figure out
9.	***time management***	organizing what you need to do by deciding what order you need to do them in, and then planning when and how long it will take to accomplish them
10.	***opportunities***	chances or offers to do something that you want or that is good for you

ACTIVITY: IT'S ABOUT TIME!

OBJECTIVE: Students will think about time, and they will know how other students and adults feel about time.

PROCESS:

PART A

1. Ask a few questions to get students started thinking about what role time plays in their lives. Is there enough time? Is there too much? What bothers them most about time? What do they enjoy about time?
2. Distribute the handout, IT'S ABOUT TIME QUESTIONNAIRE. Have students fill them out and hand them in.
3. Give four more questionnaires to each student. Instruct them to ask two adults and two juniors or seniors in high school to fill them out. Only one adult should be a parent or guardian of the student. One should be in a career in which the student is interested.
4. Ask them to return the completed questionnaires in two days (or as it fits your schedule).

PART B

When students return with questionnaires, hand them back the ones they had filled out for themselves. Discuss how theirs compare to juniors' and seniors' questionnaires. How do the adults' questionnaires compare to the students'? How much of a problem is time to the adults doing the kind of work they may do someday?

TIME:

PART A, 15 minutes
PART B, 20 minutes

HANDOUTS/ MATERIALS: IT'S ABOUT TIME QUESTIONNAIRE

HANDOUT: IT'S ABOUT TIME QUESTIONNAIRE

Place a check in the column that best describes how much you act or feel this way:

	Usually or Always	Sometimes	Rarely or Never
1. Do you spend your time the way you really want to?			
2. Do you ever feel rushed and feel you have to do things you really don't want to do?			
3. Do you feel a sense of accomplishment from school (or work)?			
4. Do you put in more time than others around you to get things finished?			
5. Do you take work (or studies) home with you evenings?			
6. Do you take work (or studies) home with you weekends?			
7. Do you feel stress because of all the work you have to do?			
8. Do you feel bored from not having enough to do?			
9. Do you consider your job (school) to be fun?			
10. Do you ever feel guilty about not doing a better job?			
11. Do you feel you are in control of how you use your time?			

IT'S ABOUT TIME QUESTIONNAIRE (cont'd.)

	Usually or Always	Sometimes	Rarely or Never
12. Do you put off doing the hard parts of your job (or schoolwork) or the parts you don't like?			
13. Do you feel you always have to be busy?			
14. Do you follow a regular schedule, beyond the one you are subject to at school or work?			
15. Do you exercise as much as you would like to?			
16. Do you exercise regularly?			
17. Do you get away and "goof off" as much as you need to?			
18. Do you feel guilty when you do?			
19. Do you get everything done you want to get done?			
20. Do you think you could get everything done if you managed your time better?			

ACTIVITY: KEEPING TRACK OF TIME

OBJECTIVE: Students will understand the value of day-to-day recordkeeping as opposed to relying on memory.

PROCESS:

PART A

1. Discuss briefly the fact that a little time here and a little time there adds up to a lot of time and that it can be very helpful to see just how much time we do spend at different activities. For example, ask students how much time a week they spend just waiting for other people. Is that time well spent?

2. Have students estimate time spent per week for the activities on the handout, ESTIMATION CHART. Ask them to fill in only the "Estimate for the Week" column. Collect it, and later they will fill in the second column.

3. Now distribute seven SCHEDULE CHARTS to each student. Explain that they are to use one chart each day for a week. They should fill in exactly how many minutes or hours on each activity listed. Be sure they keep up on Section 2--"Things I Didn't Finish" and "Why I Didn't Finish Them"--as much as possible, but ignore the "Strategies" column for now, as it will not be used until the last activity in this unit.

4. They should begin with today. Have them try to remember how they have used their time so far today and fill in the hours and/or minutes for each activity.

5. Advise students to carry these charts in their notebooks or purses--wherever they are likely to be safe and constantly at hand. They should turn them in each day for the first two days. After that they should keep them in their notebooks so they don't get lost. An important part of this assignment is to teach students to keep up on long-term projects, to finish them responsibly, and to keep track of them independently.

KEEPING TRACK OF TIME (cont'd.)

PART B

1. After one week--they should record over the weekend too--have students compile all their charts in order. Then return the ESTIMATION CHART to them. Tell them to write the sum of the seven daily totals for each activity under "Actual Total for the Week."
2. Discuss. Any surprises? How did their estimates compare to what they actually did? Is there anything they would like to change about how they spent their time? Why? What was it like being responsible for the chart all week long? How does it feel to have completed it?
3. Staple each student's charts together and keep until the last day of the unit.

TIME: PART A, 25 minutes
PART B, 20 minutes

HANDOUTS/ MATERIALS: ESTIMATION CHART
SCHEDULE CHART

HANDOUT: ESTIMATION CHART

	Estimate for the Week	Actual Total for the Week
Sleeping		
Eating		
Waiting		
Watching TV only		
Listening to music only		
Visiting with friends		
Bathing, grooming, dressing		
Thinking, daydreaming		
Homework		
Time in class		
Time out of class while at school		
Exercise or sports		
Movies, parties, dancing, dates		
Church, prayer, meditation		
Chores at home		
Paying job		
Appointments		
Shopping		
Other:		
Other:		

NOTE: Include transportation to an activity as part of that activity.

NOTE: If two or more activities occur at the same time, record only the main thing you were doing.

HANDOUT: SCHEDULE CHART

Date:________________________

Section 1	From : To	Total	From : To	Total	From : To	Total	Daily Total
Sleeping							
Eating							
Waiting							
Watching TV only							
Listening to music only							
Visiting with friends							
Bathing, grooming, dressing							
Thinking, daydreaming only							
Homework							
Time in class							
Time out of class while at school							
Exercise or sports							
Movies, parties, dancing, dates							
Church, prayer, meditation							
Chores at home							
Paying job							
Appointments							
Shopping							
Other							
Other							

NOTE: Include transportation to an activity as part of that activity.

NOTE: If two or more activities occur at the same time, record only the main thing you were doing.

Section 2

Things I Didn't Finish:	Why I Didn't Finish Them:	Strategies:

ACTIVITY: GOOD STUDY HABITS START HERE

OBJECTIVE: Students will begin to develop good study habits that will help them use time more effectively.

PROCESS:

1. Ask for volunteers to describe where and when they did last night's homework. Prompt them to describe the noise level, how bright and how warm it was, what position they were in, and what could be seen from where they were. Explain that just as we are all unique individuals, we all have different preferences when it comes to studying.

2. Distribute the handout, LEARNING STYLES INVENTORY. Have students fill them out. Discuss each point. Ask students to identify a time and place to study that comes as close as possible to fitting the learning styles they identified on the inventory.

3. Ask them to set a certain time each night to study. Suggest that they should spend at least 45 minutes (or the amount of time you feel is appropriate) in this setting each school night, homework or not. If they have no homework due the next day, they should use this time for long-term assignments or pleasure reading. The more they get used to doing work at that time, the sooner it will become a habit and the easier it will be for them to study. Be sure they communicate this plan to their families, and ask them to honor this time and place.

4. Check and reinforce daily throughout this unit and from time to time thereafter.

TIME: 15 to 25 minutes

HANDOUTS/ MATERIALS: LEARNING STYLES INVENTORY

HANDOUT: LEARNING STYLES INVENTORY

Directions: Rate each item in the left column according to how you most like to learn, most being ten (10) and least being one (1). Circle the number of your choice.

		Least								Most	
1.	Reading	1	2	3	4	5	6	7	8	9	10
2.	Watching	1	2	3	4	5	6	7	8	9	10
3.	Experimenting	1	2	3	4	5	6	7	8	9	10
4.	Learning from your mistakes	1	2	3	4	5	6	7	8	9	10
5.	Being creative	1	2	3	4	5	6	7	8	9	10
6.	By yourself	1	2	3	4	5	6	7	8	9	10
7.	Looking things up	1	2	3	4	5	6	7	8	9	10
8.	Listening	1	2	3	4	5	6	7	8	9	10
9.	Thinking about things	1	2	3	4	5	6	7	8	9	10
10.	Writing	1	2	3	4	5	6	7	8	9	10
11.	Drawing	1	2	3	4	5	6	7	8	9	10
12.	Arguing your point	1	2	3	4	5	6	7	8	9	10
13.	Talking about things	1	2	3	4	5	6	7	8	9	10
14.	Asking questions	1	2	3	4	5	6	7	8	9	10
15.	Being right	1	2	3	4	5	6	7	8	9	10
16.	Making mistakes	1	2	3	4	5	6	7	8	9	10
17.	"Hands-on"	1	2	3	4	5	6	7	8	9	10
18.	With a group	1	2	3	4	5	6	7	8	9	10
19.	With a partner	1	2	3	4	5	6	7	8	9	10
20.	Working hard	1	2	3	4	5	6	7	8	9	10
21.	In bright places	1	2	3	4	5	6	7	8	9	10
22.	With dim light	1	2	3	4	5	6	7	8	9	10
23.	With music on	1	2	3	4	5	6	7	8	9	10
24.	In quiet places	1	2	3	4	5	6	7	8	9	10
25.	With people around you	1	2	3	4	5	6	7	8	9	10
26.	In a very organized situation	1	2	3	4	5	6	7	8	9	10
27.	In the morning	1	2	3	4	5	6	7	8	9	10
28.	In the afternoon	1	2	3	4	5	6	7	8	9	10
29.	At night	1	2	3	4	5	6	7	8	9	10
30.	All alone	1	2	3	4	5	6	7	8	9	10
31.	Solving problems	1	2	3	4	5	6	7	8	9	10
32.	Applying what you've learned	1	2	3	4	5	6	7	8	9	10
33.	With worksheets	1	2	3	4	5	6	7	8	9	10
34.	Attending lectures	1	2	3	4	5	6	7	8	9	10

LEARNING STYLES INVENTORY (cont'd.)

	Least									Most
35. Solving puzzles	1	2	3	4	5	6	7	8	9	10
36. Independently	1	2	3	4	5	6	7	8	9	10
37. With a teacher's help	1	2	3	4	5	6	7	8	9	10
38. With a tutor	1	2	3	4	5	6	7	8	9	10
39. Sharing with the class	1	2	3	4	5	6	7	8	9	10
40. Memorizing	1	2	3	4	5	6	7	8	9	10
41. Teaching others	1	2	3	4	5	6	7	8	9	10
42. Experiencing	1	2	3	4	5	6	7	8	9	10
43. Learning why	1	2	3	4	5	6	7	8	9	10
44. Learning how	1	2	3	4	5	6	7	8	9	10
45. Learning what	1	2	3	4	5	6	7	8	9	10
46. Asking "if"	1	2	3	4	5	6	7	8	9	10
47. Moving around a lot	1	2	3	4	5	6	7	8	9	10
48. Doing several things at once	1	2	3	4	5	6	7	8	9	10
49. Practicing	1	2	3	4	5	6	7	8	9	10
50. While you eat or chew gum	1	2	3	4	5	6	7	8	9	10

Look at all the ones you marked "6" or higher. These are the ways that are most appropriate for you to learn. Those you marked "8" or more show your best learning conditions.

At this point in your life, some of your learning environment and style is in the hands of your teachers. But you can make some decisions for yourself, including what your homework environment will be like. To plan this, look especially at numbers 6, 19, 21, 22, 23, 24, 25, 26, 30, 47, 48, 50.

ACTIVITY: GETTING ORGANIZED

OBJECTIVE: Students will learn time-saving organizational skills.

PROCESS:

1. Have students write a short description of the time and physical setting they have chosen for their homework.

2. Explain that the more organized they are, the more efficient they are, i.e., they will end up with more done and have more time left over for themselves. Remind them that this is what they learned in their last activity--to organize their space and time at home for studying. Now it is time to organize their study materials so that they do not waste time searching for materials or trying to remember assignments.

   Each student should have:
   1. A 3-ring binder
   2. Notebook paper
   3. Dividers, labeled for each class
   4. A pencil pouch for pencils, pens, erasers, high lighter pens
   5. Other items as teachers require them

3. The next essential item is an assignment sheet for each class. This should be the first page after each divider. Distribute the handout, ASSIGNMENT SHEET, as an example. Emphasize the importance of each column.

4. Be sure students get in the habit of taking their notebooks home with them every night and checking their assignment sheets before they leave to see if they need to take other books home as well. They should always take a library book home to fill the 45 minutes of study time in case they have no homework.

GETTING ORGANIZED (cont'd.)

5. Check daily until you feel the students have acquired the habit of keeping track of their assignments. Check occasionally after that.

TIME:	15 to 25 minutes
HANDOUTS/ MATERIALS:	ASSIGNMENT SHEET

HANDOUT: ASSIGNMENT SHEET

Subject:________________________________

Teacher:________________________________

DATE	ASSIGNMENT	DATE DUE	DATE TURNED IN

ACTIVITY:	MONTHLY CALENDARS
OBJECTIVE:	Students will review the use and value of monthly calendars as a useful technique in time management.

PROCESS:

1. Check for notebook organization and review the use of assignment sheets.

2. The first two pages in the notebooks should be calendars for the current and the coming months. If students do not have calendars going from the Self-Responsibility unit make copies of the handout, MONTHLY CALENDAR, and distribute.

   If they have been keeping up calendars, discuss how it is working out. Why does it help to be able to see the month at one glance? What could be done to make it more helpful? Remind them that with the time set aside at home each day, long-term assignments should be easier to manage, especially if they are written down on their calendars.

3. Urge students to set short-term goals to help them complete long-term assignments. For instance, if a book must be read in one month, set a goal of a set number of pages per day or per week. This will help students see the task as more attainable and will help them get the task done in reasonable steps rather than waiting until the last minute when there is not enough time left.

4. Students should record each long-term assignment on the calendar. They should then set short-term goals leading up to the due date. They should write these goals on the calendar as well.

TIME:	25 minutes
HANDOUTS/ MATERIALS:	MONTHLY CALENDAR

HANDOUT: MONTHLY CALENDAR

MONTH________________________________

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

ACTIVITY: STAYING ALERT

OBJECTIVE: Students will know how keeping fit and relaxed can be essential in using time effectively.

PROCESS:

1. Check in with students to see how their 45-minute study time (from activity Good Study Habits Start Here) is going. Do some informal problem-solving as a group if there are particular problems.

2. Ask students if they are able to pay attention to what they are doing for a full 45 minutes. Suggest that they monitor themselves to see how long they can keep at it. Then, if they do begin to bog down, they can try one of these strategies to relax and renew energy:
   - Stand up and stretch
   - Take a few deep breaths
   - Check your posture
   - Change your position
   - Go for a 5 minute walk or run
   - Get a drink of water
   - Take a shower
   - Practice a relaxation technique

3. Distribute the handouts, RELAXATION TECHNIQUES and OTHER WAYS TO STAY ALERT, to the class and as a group practice both relaxation techniques described in the handout.

   Emphasize that no one should need to do any of these relaxation techniques more than twice during a 45 minute setting. Even at that they should work toward needing it only once. The trick is to return to work immediately and review notes to get a fresh start on the subject.

STAYING ALERT (cont'd.)

4. There are many other things a person can do for brief relief and relaxation. Those introduced here have a great deal to do with use of time, but every individual has their own ways to relax and concentrate.

TIME:	25 minutes
HANDOUTS/ MATERIALS:	RELAXATION TECHNIQUES OTHER WAYS TO STAY ALERT

HANDOUT: RELAXATION TECHNIQUES

1. Neck Roll. (Good for tension or eye strain)

   Relax your neck as much as possible, dropping your head forward. If it begins to hurt, you have gone too far. Stay in that position to the slow count of four.

   Gradually roll your head to the left until it is resting on your left shoulder. (Remember, if it hurts, ease up until it does not hurt.) Count to 4.

   Now roll your head until it is straight back. Relax your neck but do not allow it to hurt. Again, count to 4 slowly.

   Roll to your right shoulder and count to 4.

   Roll your head gradually to the forward position again and hold to the count of 4.

   Repeat the entire routine, this time rolling to the right instead of the left to start.

   For best results, roll to the left and to the right three times.

2. The Wake Up. (Good for clearing your head and giving you energy)

   Stand up, with arms at your sides.

   Raise your arms out in front of you and up over your head as you take a deep breath.

   Hold your breath and stretch up.

   Slowly exhale dropping your arms slowly until your fingers touch the floor.

   Breathe in slowly as you return slowly to your original position. Exhale slowly.

   Repeat twice.

HANDOUT: OTHER WAYS TO STAY ALERT

1. Stay away from caffeine (pop, coffee) and sugar as much as possible. They give you a short period of being "up" followed by a serious drop. Caffeine can also stimulate your short-term memory, giving you a false sense of security about what you know. It won't help you later on, when you really need to remember!

2. Other drugs such as alcohol and marijuana can slow you down even more by interfering with your thought processes. This can have a long-term effect as well as short-term, so you would be smart to avoid them.

3. A regular exercise program is the best insurance that you will be able physically and mentally to do the job. The more you pant and perspire, the better! If you're not getting it in P.E. class, try it on your own for 1/2 hour a day.

4. Keep your sense of humor. A happy person stays well and a well person has a better chance at being successful--in school and at work.

ACTIVITY: MAKING A LIST

OBJECTIVE: Students will know the differences and similarities between what they want to do and what they are responsible for doing, and they will understand and apply the concept of priorities to list-making procedures.

PROCESS:

1. Give students the handout, TIME PRIORITIES A. Allow students time to fill in column 1, "Things I Must Do." Then have them study their lists. Which activities they have to do can they also say that they want to do? Discuss.

   Do any of the things in Column 1 really belong under "Things I Want to Do" instead? If so, have them cross these out and enter them in Column 2. Now students should enter as many things as they can think of in the "Things I Want To Do" column. Discuss.

2. Now distribute the handout, TIME PRIORITIES B. Ask students to choose from all the "Things I Must Do" that they have already listed, the things that must be done today. List them, in order of importance, in the appropriate place on Handout B.

3. Do likewise with things that must be done this week and things that must be done this month. This time put the "due date" with the task. They should be sure that the dates are chronological and that, if more than one thing must be done by that date, they list those things in order of importance.

4. Now tell students to put all the "Things I Want To Do" in order of importance. Again, those things that they want to do on a certain day should be entered accordingly. The rest should be listed according to what they want to do first.

MAKING A LIST (cont'd.)

5. Suggest to students that this kind of list can be very useful because it is important to consider priorities when they have more than one thing to do. It is also good to use what they want to do as an incentive for doing what they have to do. For instance, students might want to allow themselves to watch TV (what they want to do) only after they have completed all of their homework assignments due the next day (what they must do). Another example would be to promise themselves that they can get their hair done, or go shopping, or go to a dance only after they have finished their homework and done all of their chores around the house.

6. Finally, it is helpful to see at a glance exactly what they need to do, so that if someone comes along to invite or tempt them to do something else they will be able to make a clear decision for themselves according to priorities. Have them roleplay saying "no" to someone who is trying to convince them to go to the movies when they have schoolwork that needs to be done instead. If they don't come up with it on their own, suggest that if they need to turn down an invitation they can make specific plans to do something else together when the work is done, or at another time.

7. Collect both handouts to check if you wish, but give back TIME PRIORITIES B (with extra blank copies) for them to put in the front of their notebooks with their calendars.

TIME:	Up to 40 minutes
HANDOUTS/ MATERIALS:	TIME PRIORITIES A TIME PRIORITIES B

HANDOUT: TIME PRIORITIES A

	1. THINGS I MUST DO:	2. THINGS I WANT TO DO:
As a Family Member		
As a Student		
As a Worker		
As a Friend		
As a Member of an Organization		
For Myself		

HANDOUT: TIME PRIORITIES B

	THINGS I MUST DO:	THINGS I WANT TO DO:
Today		
	This Week	
Date:______		
Date:______		
Date:______		
Date:______		
	This Month	
Date:______		
Date:______		
Date:______		

Adapted from: Coping for Kids by Gerald Herzfeld and Robin Powell. The Center for Applied Research in Education. 1986.

ACTIVITY: A PERFECT DAY

OBJECTIVE: Students will review time management strategies and focus on their own difficulties in using time well and develop plans accordingly.

PROCESS:

1. Elicit from students all the time management strategies you have studied, and write them on the board. Be sure the following are included:
   - the habit of doing homework at the same time and place each day
   - spending at least 45 minutes on school work each evening
   - planning a study environment based on learning style
   - keeping an organized notebook
   - keeping up on assignment sheets
   - checking before they leave school to be sure they have necessary books and materials
   - keeping monthly calendars with long-term and short-term goals
   - keeping physically fit with a good sense of humor
   - staying away from sugar, caffeine, and other drugs
   - doing relaxation techniques or other tips to keep alert while studying
   - making a list of things to do and putting it in order of priorities
   - saying "no" when tempted to spend time unwisely

2. Hand back the SCHEDULE CHARTS (earlier activity in this unit) to students. Tell them to look at Section 2 of each page, where they recorded the things they did not finish and the reasons why. In the blank "Strategies" column have students list possible time management strategies that might help them complete the tasks they should have or would like to have finished. If the students have difficulty, suggest possible solutions for them.

A PERFECT DAY (cont'd.)

3. Now ask students to write a description of a "perfect" day. Make sure they create a schedule for the day. Remind them to include the 45 minutes study time at home. The object is to make a schedule that will balance work and fun, responsibilities and things they want to do. Be sure they refer to the prioritized lists they made.

4. Copy each schedule. Give one back to each student and keep the other for future counseling, problem-solving, and goal-setting purposes.

TIME:	30 to 40 minutes
HANDOUTS/ MATERIALS:	SCHEDULE CHARTS (from earlier activity)

ACTIVITY:	WORD JUMBLE
OBJECTIVE:	Students will play with words related to time management.

PROCESS:

1. Distribute handout WORD JUMBLE.
2. The task is to unscramble the letters so each is a word related to this unit.
3. This activity could be done as a team competition, the winner being the first team to unjumble the words correctly.
4. A follow-up activity can be for the students to create their own word jumbles.

TIME:	10 to 15 minutes
HANDOUTS/ MATERIALS:	WORD JUMBLE

HANDOUT: WORD JUMBLE

1. paccomlish______________________________
2. ficientef______________________________
3. ressts______________________________
4. anmage______________________________
5. mtie______________________________
6. chedsule______________________________
7. alencdar______________________________
8. bitha______________________________
9. ekew______________________________
10. silt______________________________

JOURNALS

Ideally, each of you will be writing in your journal on a regular basis, at least once or twice a week. This should be "free writing," that is, writing for about five or ten minutes straight about whatever comes to your mind.

If you need some ideas to get you going during this unit, here are some suggestions. Try to write at least two paragraphs for each sentence you choose to complete. A complete paragraph includes an introductory sentence, about three or more sentences, and then a concluding sentence.

- I like to spend my time doing:
- I don't like spending my time doing:
- Something I'd like to do if I only had the time:
- My favorite pastimes are:
- One reason I don't have time to do all that I want to is because:
- I could do a better job on homework if I:

CLOSURE

Closure is an important part of learning. Ending each unit with a structured activity will: 1) reinforce what was learned in the unit; 2) illustrate how the concepts can be applied to one's life; 3) make connections between previous and future learning; and 4) clear the air to start a new topic. A quick wrap-up activity will create a sense of completion which, for many, is followed by feelings of success.

Suggestions:

1. Discuss any or all of these questions:
   - What were the main ideas in this unit?
   - What did you like best/least about this unit?
   - What did you learn in this unit that will have a lasting influence on you?
   - What about this unit will you remember 5 years from now?
   - What about this unit would you want to teach to a friend?

   Alternatively, students could write their responses to the above questions.

2. Ask students to complete this sentence and elaborate for a few paragraphs: Now that we have finished this unit on *Managing Your Time Without Losing It*, I am different in these ways:

3. Ask students to think about how the ideas in this unit are connected to the ideas in previous units. Discuss this as a group.

4. Review the vocabulary words that you taught at the beginning of the unit, and talk with students about ways they can incorporate these words into their daily working vocabulary.

5. Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.

6. Ask students to write answers to the following questions:
   - What was the high point of this week?
   - List 1or 2 ways this week could have been better. How can you help bring this about?
   - Identify 3 choices you made this week.
   - Whom were you in emphatic agreement or disagreement with this week?
   - What is one thing you wish you had finished this week?
   - What made you feel proud of yourself this week?

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OVERVIEW

The purpose of this unit is to help you understand and manage conflict situations. Our goals include the following:

- better understanding of what conflict is
- better understanding of how, when, and why conflict occurs
- learning different ways to handle conflict when it happens to you
- learning how the different ways of handling conflict affect you personally

Conflict will always be with us, or at least always there just around the corner. The possibility of conflict is unavoidable wherever people meet-- at work, or play, or in school. It will happen whether you want it or not, whether you plan for it or not, whether you like it or not.

We usually think of conflict as something negative, but that is not always the case. Sometimes working through a conflict results in a whole new way of seeing a problem and, in the end, brings about a positive change. Conflict isn't "good" or "bad;" it just is. Whether it is good or bad for you depends on how you see it and what you do with it.

How you handle conflict is important because it affects how you see yourself as a person and affects how you exercise self-responsibility and decision-making.

As you play out the drama of your life at school, you are rehearsing the drama of your future. Knowing how to handle yourself when conflicts arise can teach you some very important lessons about yourself; you might also find yourself achieving positive results from situations that seemed pretty hopeless.

Remember, you don't need to encourage conflicts, and you don't need to avoid them.

Thoughts to Ponder

People change and forget to tell each other.
Lillian Hellman

Students and teachers are both in a hole . . . maybe even in the same hole; and the only way out is to stop digging.
Michael Grice

The ultimate measure of man is not where he stands in the moments of comfort and convenience but where he stands at times of challenge and controversy.
Martin Luther King, Jr.

Some conflicts may be unresolvable. Even so, you can learn from that experience.
Anonymous

Nonviolence is a weapon of the strong.
Mahatma Gandhi

People who fight fire with fire ususally end up with ashes.
Abigail Van Buren ("Dear Abby")

The time to win a fight is before it starts.
Frederick W. Lewis

VOCABULARY

1. ***aggressive***	being willing to act boldly in a situation that might often be a disagreement
2. ***antagonism***	initiating forceful opposition or disagreement between people
3. ***assertive***	speaking up about what you want without being intimidated
4. ***collaborate***	to work together with another person, or with a group, in order to achieve a goal
5. ***compromise***	changing your ideas, so that you and another person can come to an agreement
6. ***conflict***	a battle, struggle, or disagreement over something
7. ***hostility***	behaving or fighting like an enemy
8. ***negotiate***	bargaining so that everyone gets something
9. ***passive***	not reacting or responding to something
10. ***resolution***	coming to a decision or finding the solution to a question or problem

ACTIVITY: SELF-ASSESSMENT: HOW I BEHAVE IN CONFLICT

OBJECTIVE: Students will reflect on how they react in a conflict situation.

PROCESS:

1. Ask students to give examples of situations where there is conflict. Examples might include:
    - physical fight between two students
    - different ideas about what to do after school
    - what to do about a "dumb" class assignment
    - who sits with whom in the cafeteria at lunch
    - how to respond to someone who wants you to use drugs, or cut school, or steal something to "prove" himself/herself

2. Distribute the HOW I BEHAVE handout. (The teacher may want to give more specific meanings for "almost always," "sometimes," "almost never," perhaps by number of times per day or week.) There is no answer sheet because there are no "right" or "wrong" answers.

3. Use the completed handouts as a basis for discussion with students about modes of responding to conflict, different kinds of conflict, and different places where it occurs. The objective is for students to realize that they may respond differently in different situations; and some responses are more appropriate than others, depending on the situation.

4. Writing assignment: Write two paragraphs about how you respond to conflict. The first paragraph should describe how you respond. Is it always the same or different? The second paragraph should describe what you would like to change about the way you behave in conflict situations.

TIME: 30 minutes

HANDOUTS/ MATERIALS: HOW I BEHAVE

HANDOUT: HOW I BEHAVE

Directions: Think about the quarrels and/or disagreements that you have with other people such as your friends, parents, teachers.

Circle the one number that describes you best:

1 = I **almost always** behave this way.
2 = I **sometimes** behave this way.
3 = I **hardly ever** behave this way.

1 2 3 I don't get into disagreements or fights. I let other people have their way. I try to stay out of (*avoid*) conflict at all costs.

1 2 3 I listen to the other side or other person and then try to change my ideas (*compromise*) so we can agree.

1 2 3 I listen to the other person's ideas, but I don't give up my ideas. We talk. We bargain (*negotiate*). Sometimes I get my way. Sometimes I don't.

1 2 3 I stand up for what I want and don't back down (*fight*).

1 2 3 I try to figure out both how I can get what I want and the other person can get what he or she wants too (*collaborate*).

ACTIVITY: DOCUMENTING CONFLICT IN THE WORLD

OBJECTIVE: Students will understand the many different types of conflict faced by everyone in the world.

PROCESS:

1. Ask students for examples of conflict situations they have experienced. Then distribute the handout, TYPES OF CONFLICT, to focus the discussion and help the students understand the different types of conflict. Remind them that we are all susceptible.

2. Each day of this unit ask students to bring in newspaper and magazine articles about conflict. Make a bulletin board or collage of conflict situations that are reported in the media. Different categories might include:
   - school
   - community
   - state or geographic region
   - country/world

   OR
   - conflicts between individuals
   - conflicts between groups
   - conflicts between countries or governments

3. Discuss the following questions about each situation:
   - What type of conflict is it, (e.g., disagreement over goals, ideas, relationships)?
   - What were/are the sources of the conflict?
   - How else could the conflict have been solved (or can it be solved)?

4. Once a week have students write a short summary (one to two paragraphs) of one of the articles on the bulletin board. Summaries should include the type of conflict and solutions proposed.

5. Have each student exchange their completed summary with a classmate who could come up with a headline for the story.

DOCUMENTING CONFLICT IN THE WORLD (cont'd.)

TIME: One class period including 15 to 20 minutes per week for discussion.

HANDOUTS/ MATERIALS:
DEFINING CONFLICT *(for the teacher)*
TYPES OF CONFLICT

TEACHER NOTES: DEFINING CONFLICT

Conflict exists when there are incompatible activities -- when one thing blocks or interferes with a second thing. Where there is a conflict, it means that there are at least two parties actively pursuing their own (seemingly incompatible) goals and not currently getting what they need or want. Sometimes conflict has the feeling of hostility, antagonism, and direct opposition.

Example: Two opponents in a fight over a piece of property.

Other times, the goal may be the same or similar but one party blocks or interferes or competes with the other's goals.

Example: A two-person race -- 100 yard dash.

HANDOUT: TYPES OF CONFLICT

1. Different courses of action. There is disagreement about deciding what to do. These are the most common conflicts and "easiest" to resolve.

   Example: Clarise and Luke are trying to decide what they want to do together after school. Clarise wants to go to the JV basketball game. Luke wants to go to a movie.

2. Different values. Each person feels that one "thing" or way of thinking is more valuable than the other. Focusing on a course of action will not resolve a value conflict.

   Example: The teacher values academic performance, while students value acceptance by their peer group.

3. Different opinions or points of view. This opens discussion about a topic and helps people understand more, and might even change an opinion. This is sometimes called "academic" conflict.

   Example: Different mayoral candidates have several different ideas for how to reduce crime in the city.

4. Different personal styles and attitudes. These are relationship conflicts. They can be hard to resolve because they are based on feelings and emotions. Egos and self-interests are involved.

   Example: Michael wants to go to a party where they're using drugs, but Richard does not want to go to the party.

ACTIVITY: LEARNING TO MEDIATE CONFLICTS

OBJECTIVE: Students will learn how to use different strategies in a conflict and put these to use in a leadership position.

PROCESS:

1. Have students generate examples of conflict situations. Pick one from their list and play it out several ways. Role play the possible outcomes.

2. Discuss with the students the following three approaches and processes for resolving conflict.

Approach	Process
1. Collaborate	Cooperate Work together
2. Negotiate	Bargain, discuss
3. Win-lose	Compete, fight

3. Ask the students to role-play the situation below three different times, each time emphasizing a different approach and process. By doing this, students will get a feel for the different types of conflict and methods of resolution.

   The Role Play Situation:

   The JV basketball team was angry because the Varsity team got new uniforms and the JVs did not. The JVs believed they had been treated unfairly and talked to the coach. The coach reported the events leading up to the purchase of the Varsity uniforms and said the administration did not believe the JVs were treated unfairly. The JVs were not convinced and made an appointment to see the principal.

LEARNING TO MEDIATE CONFLICTS (cont'd.)

HINT: Teacher may want to make some note cards with general "stances" to be taken in the role-play. Give these "secretly" to students so they can better get into their roles. Example:

Person A's card says: "Hold your position no matter what."

Person B's card says: "Try to compromise."

4. After the role plays, discuss the following process for mediating a conflict:
   - Conflicting parties each have a turn to report what happened. Each party gets a turn; they are not allowed to interrupt each other.
   - Each party paraphrases the other's report.
   - Students generate at least four different strategies for settling the conflict.
   - Decide on an acceptable solution.

5. Apply this process to a classroom situation. For example, have students take turns being a conflict mediator for a week. Have them sign up and treat this as an official classroom role. At the end of the week, discuss any conflicts that may have occurred.

TIME:	One to two class periods
HANDOUTS/ MATERIALS:	ROLE PLAY NOTE CARD SUGGESTIONS *(for the teacher)*

TEACHER NOTES: ROLE PLAY NOTE CARD SUGGESTIONS

Hold your position no matter what. (Collaboration)

Try to compromise. (Negotiation)

Make sure the other person "wins" the conflict. (Win-Lose)

ACTIVITY: WHAT WOULD YOU DO?!

OBJECTIVE: Students will realize that there are two sides to every conflict.

PROCESS:

1. Explain to the students that it is important to believe in yourself but that it is also important to be open-minded and, if necessary, admit it if you are wrong. This is particularly important in the working world.

2, Ask students to read and respond to the four situations on the handout, WHAT WOULD YOU DO IN THIS CONFLICT?

3. Discuss as a group the answers each student wrote, and compare the different strategies they used to resolve the conflict.

TIME: 35 minutes

HANDOUTS/ MATERIALS: WHAT WOULD YOU DO IN THIS CONFLICT?

HANDOUT: WHAT WOULD YOU DO IN THIS CONFLICT?

Willingness to Follow Directions

Dan, 18, is a statistical typist for a local accounting firm. His employer gives him directions on how to type the charts for each job. Sometimes Dan changes the format slightly, thinking his way is better, only to have the work returned to be retyped.

After spending two days retyping a piece of work, Dan's employer warned him that if he failed to follow directions again, he would be fired.

Suppose that Dan's way really is the better way. Should he still do it his employer's way? Why or why not?

Dependability

The Home Improvement Center hired Jeremy part time to stack lumber, make deliveries, and assist wherever needed. His duties for a particular day were not usually known ahead of time, but he was given direction each afternoon when he reported for work. Last Tuesday Jeremy was stacking lumber. When he finished the job, early in the afternoon, his boss told him to take off early as everything seemed to be caught up. The next day Jeremy didn't show up for work at all. When he came in on Thursday, the boss told him he was fired. It seemed that on Wednesday morning the Center had made a lot of sales which were to be delivered that afternoon. Since Jeremy didn't show up or call in, the manager hired another boy to make the deliveries.

Was the manager unfair to Jeremy?

WHAT WOULD YOU DO IN THIS CONFLICT? (cont'd.)

Suppose that Jeremy was ill on Wednesday. What could he have done to save his job?

____

____

____

Acceptance of Criticism

Juan was a checker in a large grocery store. He was a good worker, very dependable, never late for work. However, he made at least one mistake a day on his cash register receipts because he tried to ring up the groceries too fast. The manager became weary of seeing notes in Juan's cash register each day explaining his errors, so he decided to speak to Juan about it. He suggested that Juan should slow down a little and try to be more accurate. Juan became very upset and quit his job because he could not accept constructive criticism.

If you were Juan, what would you have done?

____

____

____

____

Adapted from Jobs for America's Graduates p. C.16.3

ACTIVITY:	"ROBBERS' CAVE EXPERIMENT"
OBJECTIVE:	Students will understand how finding common goals can help work through a conflict situation.

PROCESS:

1. Xerox enough copies of the story and student work sheets.
2. Give the students time to read the story. You may want to have students read some or all of the story aloud.
3. Have students complete the student worksheet.
4. Discuss the student worksheets using guidelines given in the teacher's worksheet.

TIME: One class period

HANDOUTS/ MATERIALS:

SHORT STORY OF THE "ROBBERS' CAVE EXPERIMENT"
ROBBERS' CAVE EXPERIMENT: TEACHER'S WORKSHEET
ROBBERS' CAVE EXPERIMENT: STUDENT WORKSHEET

Source: Social Science Laboratory Units, by Lippit, Fox & Schaible (1969).

HANDOUT: SHORT STORY OF THE ROBBERS' CAVE EXPERIMENT

The experiment began in eastern Oklahoma, in a place where the hills are steep and the rivers swift, where the woods are thick and the trees are tall, where there are caves and crags and cliffs. Here, Indians once roamed and robbers hid in caves to split their loot and plan more raids on banks and trains. Here, too, is Robbers' Cave where one summer not very long ago, two groups of boys called the Rattlers and the Eagles camped, and hiked, and swam, and played games—and *fought*.

None of the eleven Rattlers had known one another until they boarded the bus that took them to Robbers' Cave State Park. Upon arriving, they organized their cabin, had supper, then built a roaring campfire. The next day they hiked to Robbers' Cave to explore the Stone Corral and later discovered a swimming hole. After a swim, they decided to improve the place. Working together, they built a path of rocks to the hole and erected a diving board. They stayed there that night for supper.

The following day the Rattlers found a canoe near their cabin. Again working together, they carried it to their swimming hole. One Rattler hurt his toe, but he said nothing about it until someone saw the wound at bedtime. The other Rattlers admired him, and after that, Rattlers did not complain or cry when they were hurt.

On the third day the Rattlers took an overnight hike to a reservoir north of their camp. Because a storm was approaching and because someone had spotted a rattlesnake, all members of the group slept together in the same tent at night. The next day the Rattlers proved their toughness by hiking back to camp with only one stop for rest.

During the remainder of the week the Rattlers swam, played baseball, practiced pitching tents, had a treasure hunt, and sang songs around the campfire. Two Rattlers couldn't swim at first, but with help and encouragement from the others, they learned. Soon no Rattler was afraid to go off the diving board.

By now the Rattlers knew each other well. Each had a cap and a T-shirt with RATTLERS and a rattler design stenciled on them. They had a flag. They had a swimming hole, a hideout, and hiking trails. They had worked on the park baseball diamond to make it smoother and they called it *our* diamond.

Then one day at the hideout, three Rattlers discovered some paper cups. The group discussed the matter. They wondered what outsiders had been there. Who were they?

SHORT STORY OF THE ROBBERS' CAVE EXPERIMENT (cont'd.)

The Eagles first met one another on their bus. The first night in camp they had a campfire after supper and roasted marshmallows. They discovered a canoe near their cabin and carried it down to a stream they named Moccasin Creek. They built a rope bridge across the creek, killed a copperhead snake, and later cooked their supper.

On another day the Eagles took an overnight hike to the reservoir, working together to carry the packs and equipment. The reservoir didn't appeal to them, so the Eagles voted to return and go to Moccasin Creek for a swim.

The Eagles played baseball, had a treasure hunt, took turns fixing food for lunch and supper, chose a song they called *our* song, and practiced pitching tents. They stenciled EAGLES on their T-shirts and a large E on their caps. They made a flag. They knew each other well.

Then two Eagles became so homesick that they had to leave camp. "Things are going to be a lot better around here now," said one of the nine Eagles who remained. "They chickened out," said another. "They are the only ones who will," added a third camper.

During a baseball practice at the end of the week, the Eagles heard the distant sounds of another group of boys. "Ask those campers to play us," one Eagle said to a member of the group.

The Rattlers had heard the other group playing ball on the park diamond. "Run them off! Challenge them!" several yelled. Then they learned that the other group wanted to challenge them to a baseball game. "They can't," the Rattlers responded. "We'll challenge them first. They've got a nerve!"

The Eagles and the Rattlers were about to meet for the first time.

Of course, the adults who acted as counselors for the Eagles and Rattlers had known each other for quite some time. They were social scientists from the University of Oklahoma under the direction of Dr. Muzafer Sherif. Camping out at Robbers' Cave State Park with two groups of eleven-year-old boys was their plan. Keeping the Eagles and Rattlers in separate groups and in separate camps was part of the experiment they were conducting in group behavior.

SHORT STORY OF THE ROBBERS' CAVE EXPERIMENT (cont'd.)

Arranging a series of games in which Rattlers and Eagles would compete was also part of the experiment. There was to be a four-day tournament of contests. These would include baseball, tug-of-war, touch football, tent pitching, skits and songs, and a treasure hunt. The group winning the most points would receive a trophy and each member of the winning group would receive a four-bladed knife.

The Rattlers hung their flag on the diamond backstop in preparation for the first game. The Eagles marched to the diamond with their flag on a pole, singing a song to challenge the Rattlers.

They looked each other over carefully, sizing up the situation. Then one Eagle called a Rattler "Dirty Shirt." A Rattler gave a catcall, and the razzing and name-calling began. As the game got under way, the Rattlers sang, "The first Eagle hit the deck, parley-voo. The second Eagle hit the deck, parley-voo. The third Eagle..." The Eagles yelled back, "Our pitcher's better'n yours!" And the Rattlers responded, "You're not Eagles, you're pigeons!"

The Rattlers won the game and they gave three cheers for the losing team. One Eagle found a Rattler glove left on the field after the game. He dropped it into the creek near the Eagle cabin.

That night after supper, the Eagles lost the first tug-of-war. On the way back to their cabin, they tore down the Rattler flag from the backstop and burned it.

The next day the Rattlers were furious. They grabbed the Eagle flag and destroyed it. The second game finally got started amid much jeering and catcalling, and the Eagles won. They won the second tug-of-war too.

The contests seesawed back and forth. Good sports behavior went downhill, while name-calling and bragging increased. Finally, the Eagles won the tournament and all the prizes.

While the Eagles went swimming to celebrate their victory, the Rattlers raided the Eagle cabin. They scattered clothing and equipment all over. They took the trophy and some knives. When the Eagles returned and saw what had happened, they were boiling mad. The fighting that followed was serious and had to be stopped by the counselors.

SHORT STORY OF THE ROBBER'S CAVE EXPERIMENT (cont'd.)

Whenever the Eagles and Rattlers met, cries of "stinkers," "braggers," and "sissies" filled the air. Members of both groups held their noses when any of the other group were around. Neither group wanted anything to do with the other.

The social scientists who acted as camp counselors wanted to know what could be done to change unfriendly behavior to friendly behavior.

They had two ideas. The first was to plan activities that both groups liked and that could be done as one group. They hoped the boys would become more friendly if they had fun doing things together.

Attending a movie together in the mess hall didn't make the Eagles and the Rattlers like one another any better. Neither did shooting fireworks on the Fourth of July. Each group kept to itself. At some meals they got into "garbage fights" and littered the mess hall with food they had thrown at one another. The first idea was clearly a failure.

The second idea that the social scientists had was more successful. They arranged to have certain things break down so that the boys would have to work together to repair them. Neither group could do it alone. This is what happened:

One day, the boys in both groups discovered that the faucets in both camps were dry. Suddenly everyone began to feel very thirsty. Eagles and Rattlers both volunteered to help find the trouble.

The volunteers carefully combed the trails to the reservoir and to the water tank, looking for signs of trouble. None was found. Then one Rattler found a sack stuffed into a faucet at the tank. Without thinking who was a Rattler and who was an Eagle, all the volunteers got to work to remove the sack. After nearly an hour's work, the faucet was open. Then, without bothering to see whether Eagles or Rattlers went first, they lined up to take turns having drinks.

The last big event planned by the scientists was an overnight trip to Cedar Lake, sixty miles from Robbers' Cave State Park. All the boys were eager to go. They had their equipment ready and packed long before the time of departure. They were impatient to leave.

SHORT STORY OF THE ROBBERS' CAVE EXPERIMENT (cont'd.)

Each group traveled to Cedar Lake in its own truck. The Eagle truck was an old one, and later it became another reason why Rattlers and Eagles started to beome friends.

Trouble arose at lunchtime after the arrival at Cedar Lake. The older truck, parked on a slight hill, would not start. Of course, the truck really was in good running order, but the boys believed that there was something wrong with it as one of the counselors strained and sweated to get it started. The truck was needed to get the food for lunch. The social scientists had deiberately left the food in a station wagon parked some distance away.

One of the tug-of-war ropes had been brought on the trip. When the boys saw that the truck would not start, someone suggested that they attach the rope and pull it up the hill. Perhaps as it rolled down the other side it would start.

Rattlers and Eagles alike pulled on the rope. The combined efforts of both groups were needed to get the truck started. Once the food was brought, both Rattlers and Eagles helped to get it ready. The boys took pride in what they had accomplished together, and some Rattlers sat with Eagles to eat lunch that day. "You never thought we'd be eating together, huh?" said a Rattler to an Eagle. And the Eagle laughed.

The next day at Cedar Lake, the counselors told the boys they would take a trip to the Arkansas border, a few miles away. On the ride to and from the border, the Rattlers and Eagles together discussed some of the experiences they had had in camp. They all sang songs together. At the border, members of both groups had their pictures taken.

Back at camp on the final night, all the boys had a campfire at the Stone Corral, which the Rattlers had always considered theirs alone, and which had been the site of their own campfires. There they entertained one another with skits, sang songs, and talked about the three weeks at camp.

Everyone returned to Oklahoma City the next day on one bus. Some of the boys exchanged addresses and many told their close companions that they would meet again. Some Eagles had discovered that the boys they liked best were Rattlers, and some Rattlers discovered that Eagles were their favorites. The Robbers' Cave Experiment was over.

HANDOUT: ROBBERS' CAVE EXPERIMENT--STUDENT WORKSHEET

Directions: Answer the questions below after you have finished reading "Robbers' Cave Experiment."

1. The social scientists set up the experiment so that unfriendly behavior might result between the two groups. Put a check (√) in the space in front of the sentences that tell something about the experiment.

   ____ The two groups ate and slept together.

   ____ The two groups ate and slept apart.

   ____ The boys did not know each other before they came to camp.

   ____ The boys knew each other well before they came to camp.

   ____ The Eagles were always on one team, and the Rattlers were always on another team.

   ____ Sometimes Eagles and Rattlers were on the same team.

2. Which phrases below describe the Rattlers and the Eagles during the first part of the experiment? Put a check (√) in the space in front of the correct sentences.

   ____ Eagles liked other Eagles.

   ____ Eagles liked some Rattlers.

   ____ Rattlers liked other Rattlers.

   ____ Rattlers liked some Eagles.

3. Give three examples of unfriendly behavior between the Rattlers and the Eagles.

   ____

   ____

   ____

ROBBERS' CAVE EXPERIMENT--STUDENT WORKSHEET (cont'd.)

4. The scientists had an idea that the boys would become more friendly if they did more things together as one group. What were two activities that the scientists planned?

____

____

5. The scientists arranged for both groups to have their meals together in the mess hall. How did the two groups behave when they had meals?

____

____

6. What was the second plan that the scientists used to make the two groups become more friendly toward one another?

____

____

7. How did the two groups behave when they discovered that the faucets were dry? Put a check (√) in the space in front of the sentence that correctly describes their behavior.

____ Only Rattlers volunteered to find the trouble.

____ Only Eagles volunteered to find the trouble.

____ Some Eagles and some Rattlers volunteered to find the trouble.

8. How did the two groups act after they had worked together several times to solve common problems? Put a check (√) in the space in front each of the sentences that describe their behavior.

____ Some Rattlers and Eagles became friends.

____ Most Rattlers and Eagles became friends.

ROBBERS' CAVE EXPERIMENT--STUDENT WORKSHEET (cont'd.)

____ The two groups stopped fighting entirely.

____ The two groups discussed their experiences at camp.

____ The two groups sang songs together.

____ The groups entertained each other with skits.

____ All the boys exchanged addresses.

9. Which phrases below describe the Rattlers and the Eagles at the end of the experiment? Put a check (√) in the space in front of the sentences that describe the behavior of the boys.

____ Eagles liked all other Eagles and some Rattlers.

____ Eagles likes all other Eagles and most Rattlers.

____ Rattlers liked all other Rattlers and some Eagles.

____ Rattlers liked all other Rattlers and most Eagles.

____ Most Rattlers and most Eagles liked each other.

10. During the experiment the two groups were kept in separate camps. They interacted only when there was a game or contest. Do you think they would have become more friendly toward each other if they had all been together in the same camp? Explain your answer.

____

____

HANDOUT: ROBBERS' CAVE EXPERIMENT--TEACHER'S WORKSHEET

This exercise underscores the major points of the experiment in group behavior conducted at Robbers' Cave State Park.

Suggested Answers to the Student Worksheet:

1. The two groups ate and slept apart. The boys did not know each other before they came to camp. The Eagles were always on one team and the Rattlers always on another.

2. During the first part of the experiment, each group was tightly knit. Eagles liked other Eagles, and Rattlers liked other Rattlers.

3. Examples of unfriendly behavior between Rattlers and Eagles: they called each other names; one Eagle threw a Rattler mitt into the creek; Eagles burned the Rattler flag; Rattlers destroyed the Eagle flag; Rattlers raided the Eagle cabin and stole the prizes; Eagles raided the Rattler cabin.

4. Activities included a movie both groups watched in the mess hall; a fireworks display; having meals together.

5. They continued to behave in unfriendly ways. Each group kept to itself. The groups had "garbage fights" at mealtime.

6. This is the key to the experiment. The scientists arranged to have certain things break down (water supply, food truck) so that the boys would have to work together to repair them. Neither group could do it alone.

7. Some Eagles and some Rattlers volunteered to find the trouble when the groups discovered that the faucets were dry.

8. Some Rattlers and Eagles became friends after the two groups had worked together several times in solving important problems. The two groups discussed their experiences at camp; the two groups sang songs together; and the two groups entertained each other with skits.

9. At the end of the experiment, Eagles liked all other Eagles and some Rattlers. Rattlers liked all other Rattlers and some Eagles.

ROBBERS' CAVE EXPERIMENT--TEACHER'S WORKSHEET (cont'd.)

10. Discuss this question in class or divide the class into groups and ask each group to discuss it. Assign one person in each group to make a report to the class later. It is likely that the two groups would have behaved in much the same way, even if they were all in the same camp.

ACTIVITY: JESSE FORGIVES "THE GREEK"

OBJECTIVE: Students will experience resolution of a political conflict.

PROCESS:

1. Introduce this activity with a discussion about who Jesse Jackson and Jimmy "The Greek" Snyder are.
2. Distribute the handout, SNYDER MEETS WITH JESSE JACKSON. Give students time to read it and then discuss the article as a group so everyone is familiar with it.
3. Ask students to identify the conflict. What kind of conflict was it? What kind of resolution took place? Refer to the previous activities in this unit. Talk about the resolution process described in the article.
4. Ask students to each write a paragraph or two giving their opinion of either Jimmy "The Greek's" actions or Jesse Jackson's actions. Make sure their paragraphs address the issue of conflict and ways to resolve it.

TIME: 30 to 40 minutes

HANDOUTS/ MATERIALS: SNYDER MEETS WITH JESSE JACKSON

HANDOUT: SNYDER MEETS WITH JESSE JACKSON

Fired CBS sports analyst Jimmy "The Greek" Snyder apologized again Sunday for racial remarks and, during a meeting with presidential candidate Jesse Jackson, promised to send letters of apology to black athletes and others.

Snyder, who caused a furor by saying that blacks were better athletes in part because they were bred for strength during slavery, also agreed to urge owners to change a pattern that denies blacks significant jobs in professional sports, Jackson said.

Jackson and Snyder met for more than an hour in Snyder's Washington hotel room. Snyder had gone to Washington to participate in CBS-TV's broadcast of the Washington Redskins-Minnesota Vikings National Football Conference championship game. However, he was fired Saturday, one day after he made the racial remarks in a television interview.

After the meeting, Jackson said he didn't want Snyder to become a scapegoat for sports or for television networks that don't use enough black talent.

Jackson, a civil rights activist who is running for the Democratic presidential nomination, said the major networks and sports teams "all fall basically on their faces" when it comes to hiring black coaches, sports announcers, or analysts.

Jackson praised Snyder for his apology and his plan to write the letters, calling it "admirable and the right thing to do."

Sitting on a couch in his room with Jackson, Snyder said: "I apologized profusely, and I do it here again, and I thank the Reverend for his help."

In the letter to be sent starting Monday to athletic organizations for baseball, football, basketball, sports figures, and civil rights groups, Snyder wrote that he had not intended to offend anyone with his statements and that, "I was actually trying to say something very positive about black athletes--that they work hard, they are disciplined, they overcome great obstacles and odds to become great athletes and they are highly motivated. . . . No positive explanation, however, can overcome the negative remarks that were made and the offensive way they came out.

SNYDER MEETS WITH JESSE JACKSON (cont'd.)

"Thus, the only thing I know to do as a human being is to say I'm sorry, offer my regrets, and ask for forgiveness. In all honesty, more than the loss of my job at CBS, the thing that hurts me most is the loss of your respect for me. The job I can do without. I need my self-respect back. The only way I know how to do that is to ask for forgiveness from the people I have offended--Americans generally, black Americans in particular, and black athletes especially. That's why I'm writing you--to ask for your forgiveness," Snyder wrote.

Snyder said he was dumbfounded by the outcry caused by his Friday comments. He said he was not trying to demean the black athlete. "Let's put it this way: I was praising the black athlete," he said.

Speaking in Washington on Friday to reporter Ed Hotaling of WRC-TV, Snyder said the black athletes' superiority over whites, "all goes back to the Civil War, when during the slave trading, the slave owner would breed his big black to his big woman so that he would have a big black kid."

Snyder was having lunch at Duke Ziebert's restaurant when the reporter for the NBC-TV affiliate asked for his comments for a program on the birthday of slain civil rights leader Martin Luther King Jr., which is celebrated Monday.

Snyder said that blacks, "got everything. If they take over coaching like everybody wants them to, there's not going to be anything left for white people."

Source: *The Oregonian*, Monday, January 18, 1988, David Briscoe, *The Associated Press.*

ACTIVITY: WORD JUMBLE

OBJECTIVE: Students will play with words related to conflict resolution.

PROCESS:

1. Distribute handout WORD JUMBLE.
2. The task is to unscramble the letters so each is a word related to this unit.
3. This activity could be done as a team competition, the winner being the first team to unjumble the words correctly.
4. A follow-up activity can be for the students to create their own word jumbles.

TIME: 10 to 15 minutes

HANDOUTS/ MATERIALS: WORD JUMBLE

HANDOUT: WORD JUMBLE

1. lictoncf______________________________
2. reloves______________________________
3. tilehso______________________________
4. graee______________________________
5. prolmeb______________________________
6. promcomise______________________________
7. labcolorate______________________________
8. negateoti______________________________
9. uggletrs______________________________
10. erponds______________________________

JOURNALS

Ideally, each of you will be writing in your journal on a regular basis, at least once or twice a week. This should be "free writing," that is, writing for about five or ten minutes straight about whatever comes to your mind.

If you need some ideas to get you going during this unit, here are some suggestions. Try to write at least two paragraphs for each sentence you choose to complete. A complete paragraph includes an introductory sentence, about three or more sentences, and then a concluding sentence.

- Where on T.V. do you observe conflict situations? (examples: news programs, sports, dramas)

PROGRAM	SITUATION	OUTCOME
A.		
B.		
C.		

How realistic do you think the conflict situations were?

- A recent conflict in my life was:

Between me and:
It was about:
The outcome was:

If this same situation happened again tomorrow, one thing I would do differently is:

- A conflict that I observed this week:

Between ______________________________ and ______________________________

It was about:
The outcome was:
Another way that the conflict could have been resolved was:

CLOSURE

Closure is an important part of learning. Ending each unit with a structured activity will: 1) reinforce what was learned in the unit; 2) illustrate how the concepts can be applied to one's life; 3) make connections between previous and future learning; and 4) clear the air to start a new topic. A quick wrap-up activity will create a sense of completion which, for many, is followed by feelings of success.

Suggestions:

1. Discuss any or all of these questions:
    - What were the main ideas in this unit?
    - What did you like best/least about this unit?
    - What did you learn in this unit that will have a lasting influence on you?
    - What about this unit will you remember 5 years from now?
    - What about this unit would you want to teach to a friend?

    Alternatively, students could write their responses to the above questions.

2. Ask students to complete this sentence and elaborate for a few paragraphs: Now that we have finished this unit on *Conflict Resolution*, I am different in these ways:

3. Ask students to think about how the ideas in this unit are connected to the ideas in previous units. Discuss this as a group.

4. Review the vocabulary words that you taught at the beginning of the unit, and talk with students about ways they can incorporate these words into their daily working vocabulary.

5. Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.

6. Ask students to write answers to the following questions:
    - What was the high point of this week?
    - List 1 or 2 ways this week could have been better. How can you help bring this about?
    - Identify 3 choices you made this week.
    - Whom were you in emphatic agreement or disagreement with this week?
    - What is one thing you wish you had finished this week?
    - What made you feel proud of yourself this week?

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OVERVIEW

Communication can be written or spoken. It can be verbal (words) or nonverbal (body language). In this unit you will learn about some of the skills which are found in good communication, such as:

- Listening (really listening)
- Paraphrasing (saying back what you think you heard)
- Making clear statements
- Observing and describing what you see
- Clarifying what you don't understand
- Giving feedback
- How you send nonverbal messages

Communication is the way we stay in touch with the world around us. It is how we make ourselves and our ideas known to others, and also how we respond to other peoples' ideas and feelings. Communication means making clear and accurate statements about how you feel, what you think, what your point of view is. Better communication enables us to work through the conflict situations we studied in an earlier unit.

Communication involves give-and-take, sending and receiving messages. It means you should be on the same wavelength as the person (or persons) with whom you are trying to communicate. Two-way communication depends on how you perceive what you hear spoken, or see written on paper. How you personally filter the message affects how you interpret it; and that affects how you respond to it.

In this unit you will learn how your school life and future work/adult life can be more pleasant and productive if you learn to communicate effectively.

Thoughts to Ponder

Know how to listen, and you will profit even from those who talk badly.
Plutarch

The music that can deepest reach, and cure all ill, is cordial speech.
Ralph Waldo Emerson

A problem adequately stated is a problem well on its way to being solved.
R. Buckminster Fuller

Speaking without thinking is like shooting without aiming.
W.G. Benham

Good communication is stimulating as black coffee, and just as hard to sleep after.
Ann Morrow Lindbergh

What have I babbled?
William Shakespeare

What we have here is a failure to communicate.
"Cool Hand Luke," the movie

VOCABULARY

1.	***clarify***	to make something clearer or easier to understand
2.	***communicate***	to exchange information and ideas with others
3.	***defensive***	feeling the need to protect yourself or your ideas before you or they are even questioned
4.	***feedback***	providing information about how you or your group are doing or feeling with regard to the tasks set for you by those in charge
5.	***filter***	a "screen" that reflects your own values, beliefs, and upbringing which influences how you see and understand your own experiences
6.	***frame-of-reference***	a set of values and beliefs against which you judge your own (values and beliefs)
7.	***loadedwords***	words and phrases we use that we know will create an immediate reaction or strong emotion in our listeners
8.	***listening***	paying close attention to what someone else is saying; (different from hearing, which is the physical response of the ear to sound)
9.	***message***	the ideas or thoughts that you exchange when you communicate
10.	***paraphrase***	to show your understanding of what you've heard or read by repeating it in your own words

ACTIVITY: SQUARE JUMBLE

OBJECTIVE: Students will realize how important it is to work in cooperation with others to accomplish a task.

PROCESS: A) Preparation

1. Xerox enough copies of the PIECES OF THE SQUARES puzzle for each group.
2. For each group, prepare a set of materials as follows:
   - Lay out the four squares and cut up the pieces.
   - Put the pieces into four envelopes so that each envelope contains four pieces that do not make a square.
   - Paper clip the envelopes together so they don't get mixed up with the envelopes of the other groups.

B) Directions for the activity

1. Divide class into groups of four and give each group one set of four envelopes.
2. Each person in the group takes an envelope and lays their pieces in front of them.
3. The group task is to exchange pieces as needed, without talking, so that each person eventually gets the pieces for a complete square.
4. Important "Group Rules":
   - No talking at any time
   - You may not take a piece from anyone else, but you may give a piece to someone else in your group,
   - You must always have three pieces in front of you. So, if someone gives you a piece, you must give one in return.

SQUARE JUMBLE (cont'd.)

C) Discussion

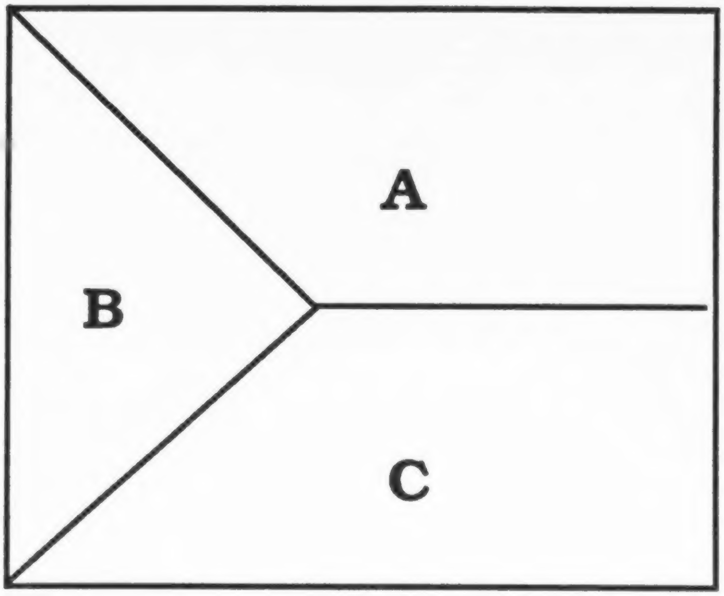
Discuss the following questions:

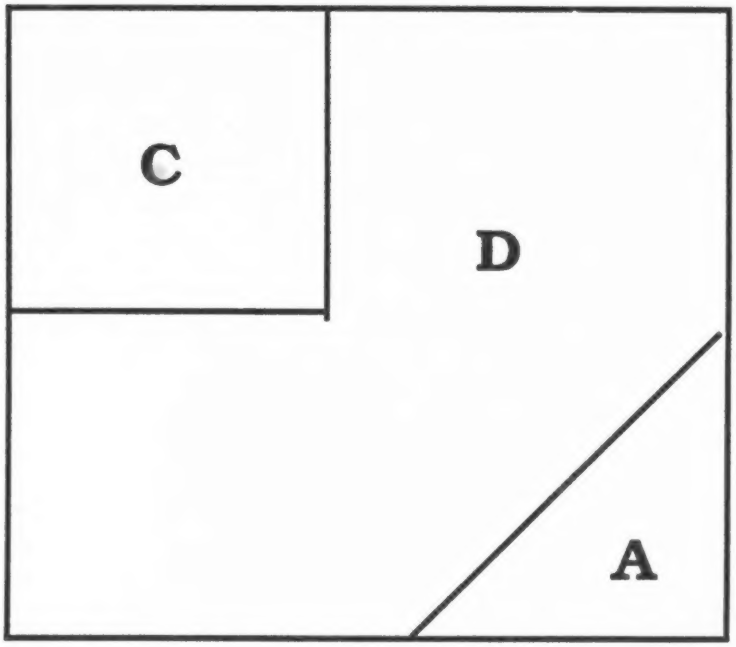
- How did you feel about not being able to talk to the other people in your group?
- How did you communicate when you couldn't use words?
- What did you notice about the others in your group? How were they communicating?
- Were there any times when you wanted to "take" a piece that you knew fit in your square? Or wanted to move somebody else's pieces? What did you do? How did it feel?

TIME: One class period

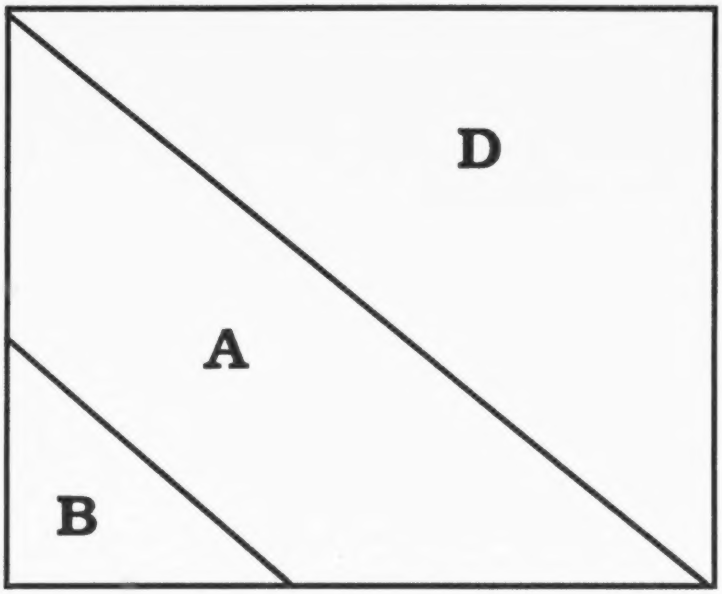
HANDOUTS/ MATERIALS: PIECES OF THE SQUARES

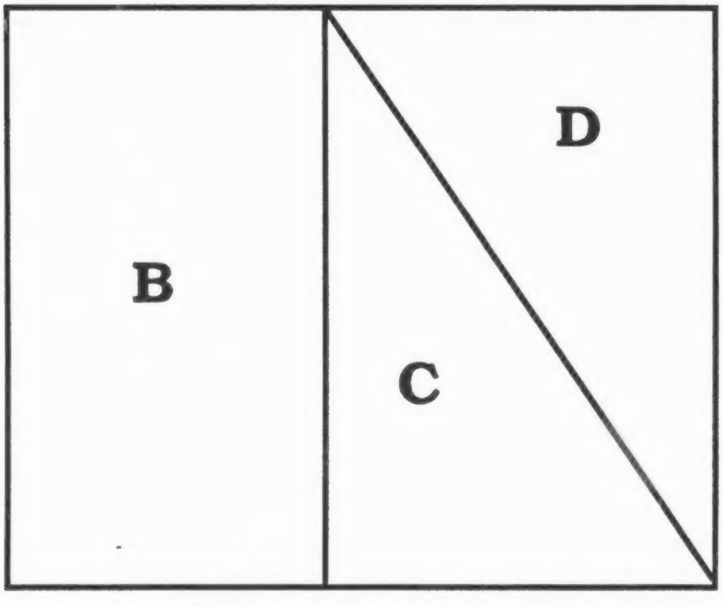
HANDOUT: PIECES OF THE SQUARES





PIECES OF THE SQUARES (cont'd.)





ACTIVITY: LISTEN AND REPEAT AND LISTEN AND REPEAT AND LISTEN AND . . .

OBJECTIVE: Students will understand that listening must be active and participatory.

PROCESS:

1. Ask students how they feel when someone, like their boss in the summer, asks them to do something, and they don't understand. What do they do? Try to figure it out on their own? Say "huh?" Ask for clarification? Remind students that paraphrasing is a very effective way to assure that the communication was clear. Describe and give examples of paraphrasing.

2. Practice this in a situation where you (or you ask a student to) give directions for a certain task, e.g., how to get to the library from the gym, how to cook a chicken, or how to start the computer word processing program.

3. Discuss this exercise in terms of:
   - how easy or hard it is to paraphrase another's thoughts
   - paying attention
   - remembering what you wanted to say
   - hearing what was really said

4. Periodically during a chosen class discussion, use the paraphrasing "rule" for participation: *In order for you to add something to the discussion, you must first paraphrase what the previous person said.*

TIME: 15 to 20 minutes

HANDOUTS/ MATERIALS: None

ACTIVITY: TWENTY WORDS

OBJECTIVE: Students will learn to communicate with personally significant words.

PROCESS: Use the following instructions to lead this activity:

1. Take a piece of paper and a pencil to a place where you can be quiet and comfortable.
2. Of all the words you know, write down the four words you think are most important for you to be able to communicate.
3. Now get into a group of two to four people. Each of you use your four words, and only your four words, to communicate.
4. Now sit by yourself again. Look at your four words. Evaluate each one. If any of them did not help you communicate, cross them off your list and add more words so that you still have four words.
5. Now add four new words so that you have eight in all.
6. Get into a new group of two to four people and use your words. Use only your eight words, even as you form your groups.
7. Sit by yourself again. Look at your eight words. Again, cross off any words that you did not find useful. Add other words so that you still have eight.
8. Add four new words, so that you have twelve words in all. Now use your twelve words in a new group.
9. Evaluate your list of twelve words, making any changes you want.

TWENTY WORDS (cont'd.)

10. Now add four new words, so that you have a list of sixteen in all.

11. Use your sixteen words in a new group.

12. Evaluate your list of sixteen, making any changes you want.

13. Add four new words to your list, making twenty in all.

14. Now sit by yourself and look at your words. Read them through several times. Let thoughts and images come to you as you read them.

15. Use those twenty words to write a poem, make a statement, or share an image about yourself. You do not need to use all twenty words, and you can use them as many times as you wish.

16. Bring the whole group together. Ask for volunteers to read his/her poem or statement to the entire group. As an example, here is a poem written by a 6th grade boy:

    Less aware I came,
    More aware I go.
    We share thought, trust, love and hope.
    What now is here
    I feel will be elsewhere.
    Less aware I came,
    More aware I go.

TIME: One class period

HANDOUTS/ MATERIALS: None

ACTIVITY: JUST THE SOUND OF YOUR VOICE . . .

OBJECTIVE: Students will understand how the sound of a word or comment can influence or alter communication.

PROCESS:

1. Write on the board "Go to the office now" without any ending punctuation. Ask for volunteers to read the sentence aloud in ways that change the meaning:
    - Go to the *office* now. (not somewhere else)
    - Go to the office *now*! (this minute)
    - *Go* to the *office now*! (you're in trouble)

2. Discuss intonation and how it can affect meaning. Have students think of sentences that have different meanings depending upon intonation, for instance: "The rumor that Harry and Bob made up was false."

3. Discussion ideas:
    - How is meaning carried by more than just words?
    - How could intonation cause a misunderstanding?
    - How could you prevent such a misunderstanding?

TIME: 15 to 20 minutes

HANDOUTS/ MATERIALS: None

ACTIVITY: BE CAREFUL! THAT'S A LOADED WORD

OBJECTIVE: Students will understand that some words are "loaded," meaning that those words will influence the nature of an interaction.

PROCESS:

1. Teach the concept of a "loaded word," i.e., those words that carry or elicit very emotional and strong reactions. Some examples are love, hate, fight, or gang.
2. As a class, identify and list on the blackboard all the loaded words or phrases the students can think of. (You may wish to disqualify four letter words from the blackboard list.)
3. Divide the class into two groups and have one group select a positive loaded word and one group select a negative loaded word. With its word, ask each group to perform a short skit using that loaded word.
4. Discuss how just the sound of these words can make somebody angry or happy. Ask the class for examples. Do loaded words help or hinder effective communication? Why?

TIME: 20 minutes

HANDOUTS/ MATERIALS: None

ACTIVITY: UNDERSTANDING MISUNDERSTANDINGS

OBJECTIVE: Students will see the relationship between useful communication and potential conflict.

PROCESS:

1. Read the handout, EXAMPLES OF MISUNDERSTANDINGS to the students, or have two students read the parts aloud to the class.

2. Discuss with students how or why the misunderstandings came about.

3. Ask students for examples of misunderstandings that have happened to them:
    - at school
    - at home
    - at work

    Try to get a balance of examples that show misunderstanding someone else as well as being misunderstood.

4. Have students pick one of the examples (not necessarily one that happened to them) and illustrate it by:
    - writing a short story
    - making a comic strip
    - writing a skit or play

    You may want to ask some students to share their "works-in-progress" before going on to step 5.

5. Discuss with students how misunderstandings can be cleared up. Include questions like:
    - How did you feel about it?
    - How did the other person feel?
    - Did you clear it up? How?

Also discuss how the misunderstandings might have been avoided in the first place.

UNDERSTANDING MISUNDERSTANDINGS (cont'd.)

6. Have students finish their examples by showing how the misunderstanding was worked out in their story, comic strip, or skit.
7. Follow-up: display student products on a "Misunderstandings Bulletin Board." Also plan five minutes each day during the next days to ask if students experienced or observed any misunderstandings, and what they did about them.

TIME:	One class period
HANDOUTS/ MATERIALS:	EXAMPLES OF MISUNDERSTANDINGS

HANDOUT: EXAMPLES OF MISUNDERSTANDINGS

Example #1

Alane: You know, Maya is a little upset with you.

Katrina: With me? Why?

Alane: She says you were very rude to her this morning.

Katrina: I haven't even talked to her today!

Alane: That's what she said. You passed her in the hall without saying a word.

Katrina: I had to get to class 'cause I was late. I didn't really notice her. Well, I'll go explain things . . . That is, if she's still *speaking* to me.

Example #2

Work Supervisor: Ronald, you were late arriving for work yesterday.

Ronald: I'm sorry.

Work Supervisor: You need to take more responsibility for getting here on time and being ready to work.

Ronald: But Mr. Denton stopped me as I was coming in and told me to deliver a package to Mr. Ramirez right away.

ACTIVITY: MEDITATION ON ME

OBJECTIVE: The students will think about themselves and determine what in their self-image is most valued.

PROCESS:

1. Before the activity, see that each student has eight small pieces of paper. Students should close their eyes, become comfortable, and let their minds play with words and phrases that describe themselves. Allow at least five minutes of quiet for this to happen. As in many of the experiences described here, the teacher should act as a participant in the activity and give students prompts when necessary.

2. When the group seems finished, have them open their eyes and write on the pieces of paper the eight words and phrases that came to mind during the quiet meditation time. Tell them that these pieces of paper will not be for anyone but themselves.

3. After the eight papers are filled, have students arrange them in order, putting the one they like best in the first position and the one they like least in the last. The other six should be ranked according to the degree of happiness or satisfaction they give.

4. Then have students spend some time with the word or phrase on each sheet of paper, thinking about or recalling experiences they associate with the word. Encourage them to take all the time they want with each word.

5. Ask each student to write a letter to someone using some of the eight words.

6. After the activity the group can, if they wish, talk about how their words and phrases communicate their self-image.

MEDITATION ON ME (cont'd.)

TIME:	One class period
HANDOUTS/ MATERIALS:	Eight small pieces of paper per student

Source: Shrank, Jeffrey. Teaching Human Beings: 101 Subversive Activities for the Classroom. 1972. Beacon Press. Boston.

ACTIVITY: WHAT DID YOU JUST SEE?

OBJECTIVE: Students will recognize how difficult careful observation can be.

PROCESS:

1. Have the class observe a photo (or picture) for 30 seconds.
2. Take away the photo and have each student write down as many details as they can recall.
3. Have class members share their details while the teacher makes a composite list of details on the board.
4. Look again at the photo and discuss how accurate the recall was. What details were most common? What details were missed?
5. Repeat with several other photos.
6. Discuss how the process of observation was "sharpened" with more practice. When we communicate do we ever "forget" some of the details of a story we're telling? How accurate are we when we describe an incident?

TIME: 15 to 20 minutes

HANDOUTS/ MATERIALS: Photos

ACTIVITY: EYEWITNESS ACCOUNTS

OBJECTIVE: Students will reflect on the limited accuracy of observers at scenes of crimes or accidents and how this may influence the justice system.

PROCESS:

1. At odd moments during the day or class period, stop everything unexpectedly and say, "Time for an eyewitness account."
2. Ask for a volunteer or two to give an account of what just occurred or what was just said in the room. Ask other class members to add to or correct the account.
3. Follow the same procedure when showing a movie or video. Switch off the projector and ask what was just going on or being said.
4. Ask students how eyewitness accounts at the scene of an accident can influence outcomes such as insurance claims and court proceedings. Based on your stopping for eyewitness accounts, ask students to rate how well they would communicate as a witness of an auto accident or a fight.

TIME: Ongoing . . . takes about 5 minutes each time you do it.

HANDOUTS/ MATERIALS: None

ACTIVITY:	WORD JUMBLE
OBJECTIVE:	Students will play with words related to communication.

PROCESS:

1. Distribute handout, WORD JUMBLE.
2. The task is to unscramble the letters so each is a word related to this unit.
3. This activity could be done as a team competition, the winner being the first team to unjumble the words correctly.
4. A follow-up activity can be for the students to create their own word jumbles.

TIME:	10 to 15 minutes
HANDOUTS/ MATERIALS:	WORD JUMBLE

HANDOUT: WORD JUMBLE

1. stilen________________________________
2. beedfack________________________________
3. pharaprase________________________________
4. monumiccate________________________________
5. cieveper________________________________
6. suadpere________________________________
7. berlav________________________________
8. ssamege________________________________
9. ingleef________________________________
10. hintk________________________________

JOURNALS

Ideally, each of you will be writing in your journal on a regular basis, at least once or twice a week. This should be "free writing," that is, writing for about five or ten minutes straight about whatever comes to your mind.

If you need some ideas to get you going during this unit, here are some suggestions: Try to write at least two paragraphs for each sentence you choose to complete. A complete paragraph includes an introductory sentence, about three or more sentences, and then a concluding sentence.

- Your assignment is to watch T.V.! Pay particular attention to the commercials. Notice how the words and the messages in general try to persuade you to buy the product. Now choose one commercial to analyze. Answer these questions about the commercial you choose.

  What is the product?
  What are some of the "loaded" or persuasive words in the message?
  What nonverbal messages are in the commercial? (What approach are they using to make the product appealing to you?)
  Would you buy the product?
  Why or why not?

- Suppose a visitor from another planet appeared and asked you about yourself. What might you say? You could answer the alien by giving three words (or phrases) that describe you...

  ...as a person in classes at school:
  ...as a person after school or on weekends:
  ...as a person in a group of friends:
  ...as a person in a family:
  ...as a person in a group of mostly adults:
  ...as a person when by yourself:

- My favorites of all the words and phrases above are:

- What I would really tell the alien about myself is:

CLOSURE

Closure is an important part of learning. Ending each unit with a structured activity will: 1) reinforce what was learned in the unit; 2) illustrate how the concepts can be applied to one's life; 3) make connections between previous and future learning; and 4) clear the air to start a new topic. A quick wrap-up activity will create a sense of completion which, for many, is followed by feelings of success.

Suggestions:

1. Discuss any or all of these questions:
    - What were the main ideas in this unit?
    - What did you like best/least about this unit?
    - What did you learn in this unit that will have a lasting influence on you?
    - What about this unit will you remember 5 years from now?
    - What about this unit would you want to teach to a friend?

    Alternatively, students could write their responses to the above questions.

2. Ask students to complete this sentence and elaborate for a few paragraphs: Now that we have finished this unit on *Communication*, I am different in these ways:

3. Ask students to think about how the ideas in this unit are connected to the ideas in previous units. Discuss this as a group.

4. Review the vocabulary words that you taught at the beginning of the unit, and talk with students about ways they can incorporate these words into their daily working vocabulary.

5. Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.

6. Ask students to write answers to the following questions:
    - What was the high point of this week?
    - List 1 or 2 ways this week could have been better? How can you act to bring this about?
    - Identify 3 choices you made this week.
    - Whom were you in emphatic agreement or disagreement with this week?
    - What is one thing you wish you had finished this week?
    - What were you proud of yourself for this week?

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OVERVIEW

If you ask adults, "What is the most rewarding thing about your work?" you will hear over and over again that it is the respect of their peers. For example, a novelist may be delighted that his/her work has become a best seller, but the favorable reaction of other writers--peers--is often what he or she is hoping for.

This desire to please is especially strong in young people as you learn to cooperate among yourselves, and with adults, as well as to fit into a structured society. Both cooperation and fitting in are survival skills. Both are necessary for your personal and social development.

The challenge during your high school years is for you to maintain a sense of independence while at the same time learning to be part of a group. A better understanding of yourself in relation to your peers will lead to greater awareness of your interests, abilities, and confidence in the workplace. In this unit, activities have been arranged so that you will have the opportunity to work on your own as well as in pairs, small groups, and together with the whole group. Your teacher will pay attention to these interactions and will focus on good listening skills, emerging leadership skills, respect for the opinions of others, and the courage to speak up.

Thoughts to Ponder

Without friends no one would choose to live, even if he had all other goods.
Aristotle

I get by with a little help from my friends.
The Beatles

You can't hold a man down without staying down with him.
Booker T. Washington

A friend is a present you give yourself.
Robert Louis Stevenson

To get nowhere, follow the crowd.
Anonymous

What do we live for if it is not to make life less difficult for each other?
George Eliot
(Pen name of Mary Ann Evans)

...we all stumble, every one of us. That's why it's a comfort to go hand in hand.
E.K. Brough

VOCABULARY

1.	*competition*	when two or more people want the same thing and both try hard to get it
2.	*independence*	freedom from control or influence from other people
3.	*integrity*	being honest and trustworthy
4.	*peer*	a person like you, usually the same age and grade in school
5.	*peer group*	people the same age and with the same background as each other
6.	*peer pressure*	doing something because your friends are doing it, regardless if you think it is the right thing to do
7.	*point of view*	how you see things, or your opinion based on what you know or have experienced
8.	*priority*	what you think should come first or is most important to do
9.	*judgement*	your opinion or decision about something
10.	*reinforce*	to make something stronger, such as a feeling or a physical object

ACTIVITY: WHY ARE PEERS IMPORTANT?

OBJECTIVE: Students will learn more about each other as they understand the importance of peer relationships.

PROCESS:

1. Have each student describe to the group one time when they had a problem and a friend, classmate, sister, or brother helped them out.

2. When each one is finished, encourage the other students to ask the speaker questions. Possible questions:
   - Why did you do what you did?
   - Why did it turn out like it did?
   - What happened next?
   - How did you feel when . . . ?
   - What would have happened if . . . ?

   If there are no questions for a speaker, have one student respond to the speaker by paraphrasing what was said.

3. Lead a discussion on why friends are important for each of us, e.g., companionship, support, assistance, advice. Include a few moments to talk about the difference between a friend and an acquaintance. Are both peers?

TIME: 15 to 25 minutes

HANDOUTS/ MATERIALS: None

ACTIVITY: THE WOLF'S POINT OF VIEW

OBJECTIVE: Students will learn that there is always more than one point of view.

PROCESS:

1. Tell students that you will be reading a different version of the story of Little Red Riding Hood.

2. Have the class describe the characters:
    - Red Riding Hood
    - Grandma
    - Wolf
    - Lumberjack

3. Read to the class the handout, THE WOLF'S POINT OF VIEW, or copy the handout and let students read it silently.

4. Discuss and ask students to compare their thoughts/feelings about each character now. Then ask the question:
    - Have you ever thought ill of somebody but changed your mind after you heard his or her "story?"

5. Have students pick a villain from another fable or fairy tale and write the story from the villain's point of view just like THE WOLF'S POINT OF VIEW.

   Examples: Cinderella's stepsisters
   The Giant in "Jack in the Beanstalk"
   The Spider who frightened Little Miss Muffet
   The Big Bad Wolf in "The Three Little Pigs"
   The Queen in "Snow White"

6. Let students read their stories to the rest of the class.

7. End by discussing how our judgments of people are influenced by our point of view. How does this influence relationships with our peers? You may want to discuss the stereotypes that are reinforced by many fairy tales, and how stereotypes influence peer relationships.

THE WOLF'S POINT OF VIEW (cont'd.)

TIME:	One class session
HANDOUTS/ MATERIALS:	THE WOLF'S POINT OF VIEW

Sources: Adapted from: Uvaldo Palomare and Ben Logan. A Curriculum on Conflict Management. Human Development Training Institute. 1975.

"The Wolf's Point of View" adapted from: Leif Fearn. "The Maligned Wolf," Individual Development: Creativity. Educational Improvement Association. San Diego, CA. 1974.

HANDOUT: THE WOLF'S POINT OF VIEW

The forest was my home. I lived there and I cared about it. I tried to keep it neat and clean.

Then one sunny day while I was picking up litter that the campers left behind, I heard footsteps. I quickly leaped behind a sapling and viewed a rather plain looking girl. Naturally, because she was dressed funny, I stopped to check her out. Her head was covered up so it seemed like she didn't want people to know who she was. I asked who she was, where she was going, where she had come from, and all that. She gave me a song and dance about going to her grandmother's house with a basket of lunch. She appeared to be a basically honest person, but she certainly looked suspicious in that strange getup of hers and she was in my forest. So I decided to teach her just how serious it is to prance through the forest unannounced and dressed funny.

I let her go on her way but ran ahead to her grandmother's house. When I saw that nice old lady, I explained my problem, and, with her agreement, she hid under the bed in order to stay out of sight until I called her. She, too, thought that her granddaughter needed to learn a lesson.

When the girl arrived, I called for her to come to the bedroom where I was in bed dressed like the grandmother. The child came in all rosy cheeked and said something nasty about my big ears. Now, I've been insulted before so I decided to make the best of it by suggesting that my big ears were to hear better. Understand, what I meant was that I liked her and wanted to pay attention to what she was saying. But she made another wise crack about my bulging eyes.

Now you can see how I was beginning to feel about this person who put on such a nice front but was such a nasty person. Still, I've made it a policy to turn the other cheek, so I told her that my big eyes helped me to see better.

Her next crack really insulted me. I've got this problem about having big teeth, and that little girl made a snide remark about them. I know that I should have had better control, but I leaped up from that bed and growled that my teeth would help me to eat her better.

THE WOLF'S POINT OF VIEW (cont'd.)

Now let's face it--no wolf could ever eat a little girl--everyone knows that--but that crazy girl started charging around the house screaming--me chasing her to calm her down. I'd taken off her grandmother's clothes, but that only seemed to make it worse. And all of a sudden the door came crashing open and a big lumberjack was standing there with his axe. I looked at him, and all of a sudden it became clear that I was in trouble. There was an open window behind me, and out I went.

I'd like to say that that was the end. But that Grandmother character never did tell my side of the story. Before long the word got around that I was a terribly nasty guy. Everybody started avoiding me. I don't know about that little girl in the funny red outfit, but I didn't live happily ever after.

ACTIVITY: IF YOU CAN'T SAY SOMETHING NICE . . .

OBJECTIVE: Students will appreciate the feelings of others and learn how to give compliments.

PROCESS:

1. Discuss how good it feels to know somebody likes you and compliments you. Have students notice how much more they want to do something when someone praises them for what they have accomplished. Emphasize the importance of being specific when complimenting someone. Model this for the class.
2. Have enough of the handout, COMPLIMENTS, copied so that there is one for each student. Put a different student's name on each form. Give forms to students randomly, making sure only that a student does not get a form with his/her own name on it. Encourage students not to share the names they received with anybody.
3. Students will record information on the forms for three days and fill them out daily as directed.
4. On the fourth day, ask the students to sit with the peer whose form they have and share what they've written.
5. Discuss how difficult it can be to give and receive compliments.

TIME:

1st day: 5 minutes
2nd day: 3 minutes
3rd day: 5 to 10 minutes
4th day: 20 minutes

HANDOUTS/ MATERIALS: COMPLIMENTS

HANDOUT: COMPLIMENTS

____

(Student Name)

(Day 1) - One thing I like about your appearance is:______________________________

____

(Day 2) - There is something about you that makes you special. It is this quality:

____

(Day 3) - One thing I've noticed in the past couple of days that you do that I like a lot is:____

____

____

____

I like that because: ____

____

____

____

ACTIVITY: VALUES -- WHAT DO "I" AND "WE" BELIEVE IN?

OBJECTIVE: Students will gain a greater understanding of their own values and of the values of the group.

PROCESS:

1. Ask students to rank order their values on the handout, VALUES RATINGS, according to how important these things are to them (1 = most important; 10 = least important). Tell students to be as honest as possible and that the individual ratings (under the "YOU" column) will not be shared.

2. Then under the "CLASS" column, they are to rank order the values according to how important they think these things are to the rest of the class. Collect the ratings and compute how the class as a whole prioritized the values. Hand back the ratings and allow students to compare class ratings to their predictions and to their own ratings in the "YOU" column.

3. Conclude with a discussion: How does each individual compare to the group? How does that feel? Would it have felt any different if they had been asked to share their ratings with the class? Would they have done anything differently? Why? Point out that the "group" does not exist without each one there. The class rating was made up of all the individual ratings, not predictions of what the group would do. Each opinion is part of the "group opinion."

TIME: 20 to 25 minutes

HANDOUTS/ MATERIALS: VALUES RATINGS

HANDOUT: VALUES RATINGS

		YOU	CLASS
1.	Money	____	______
2.	Popularity	____	______
3.	Religion	____	______
4.	Personal Freedom	____	______
5.	Success in School	____	______
6.	Your Family	____	______
7.	World Peace	____	______
8.	Music	____	______
9.	Dating	____	______
10.	Self-respect	____	______

ACTIVITY: PEER RESPONSIBILITY

OBJECTIVE: Students will understand and differentiate between responsibility to themselves and responsibility to the group.

PROCESS:

1. Discuss responsibility. What does being responsible mean? Refer back to the unit on Self-Responsibility. Discuss when it might be important to show responsibility to the group, e.g., not disrupting the class, respecting the privacy of members of the group, or verbally defending the class, if necessary. Ask students to write two paragraphs about being responsible to the group.

2. Discuss times when it is important to be responsible to oneself, e.g., not joining in class disruptions so you can learn as much as possible in class, not joining in class discussion if it is something you feel very uncomfortable about, being assertive if unjustly accused. Ask students to write two paragraphs about being responsible to oneself.

3. Discuss whether we can be responsible to ourselves and to others at the same time. Sometimes there are choices to make--to whom should I be responsible in this situation? Sometimes, for example, a group may want us to join in something that conflicts with our own values. Discuss this in light of issues such as drugs, gangs, etc.

TIME: One class period

HANDOUTS/ MATERIALS: None

ACTIVITY: PEER PRESSURE

OBJECTIVE: Students will understand the meaning of integrity and the importance of maintaining independence and individuality.

PROCESS:

1. Have students discuss the definitions of "peer pressure" and "integrity."

2. Discuss different ways of saying "no." Suggest sample situations such as being invited to a party where you know you'll be pressured to use drugs.
    - Say "no" firmly and offer a short but friendly and honest reason.
    - Say "no" and invite the other person to join you in an alternative.
    - Say "no" and walk away.

    Ask for other ways to say "no."

3. Have students work in pairs to write a dialogue about a situation that presents a problem of integrity versus peer pressure. Tell them not to write a conclusion--just a problem. Then have each pair give their problem to another pair.

4. Have each pair role play the problem they've been given with a conclusion that will allow the person to keep his/her integrity--perhaps by saying "no."

5. Discuss examples of positive and negative peer pressure. What if you said "no" as firmly as you know how and you are still being pressured? What alternatives do you have? What does your personal integrity "say" to you about the positive or negative influence your friends have on you?

TIME: One class period

HANDOUTS/ MATERIALS: None

ACTIVITY:	LET'S SOLVE A PROBLEM TOGETHER
OBJECTIVE:	Students will work together and understand their power as a group.

PROCESS:

1. Present students with a problem such as one of the following, or have them come up with one of their own.
    - How can we assure that our school is a safe place to be?
    - How can we encourage our peers to stay in school and not drop out?
    - What should we do as a group to celebrate the end of the term? (Christmas? Birthdays?)
    - How can we help eighth-graders prepare for the realities of high school?

2. Then have them work as a group to come up with a solution. Use the decision-making model presented in the unit on decision-making. Encourage the group and help them carry out their plan over the next weeks or months.

TIME:	Up to one period to begin
HANDOUTS/ MATERIALS:	None

ACTIVITY: PEER TUTORING: HELPING EACH OTHER LEARN

OBJECTIVE: Students will learn what they can contribute to and gain from one another.

PROCESS:

1. Starting this activity can take a few days. On the first day, ask each student to list up to five areas in which he/she needs help academically. Prompt them so that their lists are complete and realistic.

2. After class, compile in one list all of the areas identified by the students.

3. On the second day, distribute the composite list and ask each student to circle 3 to 5 areas in which she/he feels competent to help someone.

4. On the third day, match up peer tutoring pairs. Each student should have someone to tutor and someone to be tutored by. Let students brainstorm about the best ways to instruct, correct, and encourage each other as well as ways to accept the same. Remind them about how to give specific praise and compliments. Model some examples.

5. Allow time as needed for peer tutoring throughout the year.

TIME:

1st day: 10 minutes
2nd day: 10 minutes
3rd day: 15 minutes

HANDOUTS/ MATERIALS: None

ACTIVITY: WORD JUMBLE

OBJECTIVE: Students will play with words related to peer relationships.

PROCESS:

1. Distribute handout WORD JUMBLE.
2. The task is to unscramble the letters so each is a word related to this unit.
3. This activity could be done as a team competition, the winner being the first team to unjumble the words correctly.
4. A follow-up activity can be for the students to create their own word jumbles.

TIME: 10 to 15 minutes

HANDOUTS/ MATERIALS: WORD JUMBLE

HANDOUT: WORD JUMBLE

1. pomcete______________________________

2. eper______________________________

3. ehonst______________________________

4. intgritye______________________________

5. frdein______________________________

6. lloya______________________________

7. resspure______________________________

8. rustt______________________________

9. rongst______________________________

10. pougr______________________________

JOURNALS

Ideally, each of you will be writing in your journal on a regular basis, at least once or twice a week. This should be "free writing," that is, writing for about five or ten minutes straight about whatever comes to your mind.

If you need some ideas to get you going during this unit, here are some suggestions. Try to write at least two paragraphs for each sentence you choose to complete. A complete paragraph includes an introductory sentence, about three or more sentences, and then a concluding sentence.

- Someone I really rely on is____________________ because:
- Someone who relies on me is__________________ because:
- Something I learned from someone else is:
- Something I'd like to share with somebody is:
- Someone who really listens to me and understands me is:
- If someone were new to this school I could help them by:
- A time I was pressured into doing something I really didn't want to do was:

CLOSURE

Closure is an important part of learning. Ending each unit with a structured activity will: 1) reinforce what was learned in the unit; 2) illustrate how the concepts can be applied to one's life; 3) make connections between previous and future learning; and 4) clear the air to start a new topic. A quick wrap-up activity will create a sense of completion which, for many, is followed by feelings of success.

Suggestions:

1. Discuss any or all of these questions:
   - What were the main ideas in this unit?
   - What did you like best/least about this unit?
   - What did you learn in this unit that will have a lasting influence on you?
   - What about this unit will you remember 5 years from now?
   - What about this unit would you want to teach to a friend?

   Alternatively, students could write their responses to the above questions.

2. Ask students to complete this sentence and elaborate for a few paragraphs: Now that we have finished this unit on *Peer Relationships*, I am different in these ways:

3. Ask students to think about how the ideas in this unit are connected to the ideas in previous units. Discuss this as a group.

4. Review the vocabulary words what you taught at the beginning of the unit, and talk with students about ways they can incorporate these words into their daily working vocabulary.

5. Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.

6. Ask students to write answers to the following questions:
   - What was the high point of this week?
   - List 1or 2 ways this week could have been better. How can you act to bring this about?
   - Identify 3 choices you made this week.
   - Whom were you in emphatic agreement or disagreement with this week?
   - What is one thing you wish you had finished this week?
   - What were you proud of yourself for this week?

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OVERVIEW

QUESTION: What do a teacher, a garbage collector, a doctor, and a restaurant server have in common?

ANSWER: They are all performing and getting paid for jobs that help improve other people's lives.

FACT: Work means giving and receiving.

One of the facts of life is that each of us must work to earn enough money to support ourselves. Unless you are the lucky winner of the lottery, the world of work is the world of reality. While there will be a few exceptions, we will all assume the role of "worker" during our life.

Unfortunately, work has the reputation of being drudgery and just no fun. In some cases that may be true, but in many more cases work can be a rewarding and satisfying experience, as well as a money-maker. Working at a job of your choice can help you feel like a useful and contributing member of society.

There are probably more jobs in the world than you could ever imagine! And, year to year, the job picture is constantly changing. Jobs which seem hot this year will disappear and be replaced by opportunities that you can't even imagine now. The best thing you can do for yourself to prepare for this ever-changing scene is to know about as many jobs as possible. Then you can use that information to help choose, and train for, jobs that interest you because you're doing something you want to do--and not merely working at any job that happens to come along.

Most of you have already had paying jobs, so you are well on your way to becoming an informed career planner. This unit is just the beginning. The world of work is so complicated and changes so quickly these days that we could do a unit on career awareness every year and still find different things to learn!

Thoughts to Ponder

The only way anybody'd get me to work was to make the hours from one to two with an hour off for lunch.

Pool Hustler Minnesota Fats

I never wanted to be famous, but I always wanted to be great.

Ray Charles

No race can prosper till it learns there is as much dignity in tilling a field as in writing a poem.

Booker T. Washington

Competence, like truth, beauty, and contact lenses, is in the eye of the beholder.

Laurence J. Peters & Raymond Hull

Work spares us from three great evils: boredom, vice, and need.

Voltaire

Far and away the best prize that life offers is the chance to work hard at work worth doing.

Theodore Roosevelt

The price one pays for pursuing any profession, or calling, is an intimate knowledge of its ugly side.

James Baldwin

VOCABULARY

1.	***career planning***	looking at the occupations you are interested in, determining the skills needed for that job, and then making a plan to get those skills through education and/or training
2.	***education***	gaining knowledge, understanding, skills, or abilities by studying
3.	***job***	the work we do, usually for pay
4.	***marketable***	when someone is willing to pay you for your knowledge or skills
5.	***misconception***	a belief or idea you have about something that turns out to be untrue or inaccurate
6.	***resign***	to leave your present employment; or to give up and adapt to a situation without complaining
7.	***skill development***	practicing something until you are able to perform it accurately or better
8.	***training***	instruction and practice to learn a new skill or improve a skill you already have
9.	***prestige***	being recognized or respected because of what you are known to be capable of doing
10.	***working relationship***	getting along with the people you work with so that the required work gets done

ACTIVITY: WHY WORK?!

OBJECTIVE: The students will understand and be able to articulate why people work.

PROCESS:

1. Ask students to list every reason they can think of why a person would work. Remind them that some people have more money than they could possibly spend, but they still have a job. Why do they work? Record responses on the blackboard. (Examples: fun, money, prestige, fulfillment, be useful, avoid boredom, companionship, etc.)
2. Help students apply this list to their own lives by completing the handout, WHAT I WANT OUT OF A JOB. While students' lives are all different, and they have many different values, many of our basic needs are the same, such as food, shelter, feeling useful.
3. Ask students to identify three adults in their lives (e.g., parents, aunt, teacher, counselor) and to think about why each of them has a job. Assuming most of the answers will be "to earn money," ask the students to discuss the non-financial benefits each of these adults might receive. Refer back to the handout they completed.
4. Ask the students to pretend they have been working successfully for a while and they earn enough money to live very comfortably. Let them discuss the non-salary reasons for working that seem most important to each of them.

TIME: One class period

HANDOUTS/ MATERIALS: WHAT I WANT OUT OF A JOB

HANDOUT: WHAT I WANT OUT OF A JOB

WHEN I GET A JOB, IT WILL BE FOR (TO GET):

	mostly	partly	not at all
money	______	______	__________
self-respect	______	______	__________
prestige	______	______	__________
experience	______	______	__________
responsibility	______	______	__________
fun	______	______	__________
intellectual challenge	______	______	__________
society	______	______	__________
myself	______	______	__________
excitement	______	______	__________
helping others	______	______	__________
to make friends	______	______	__________
to get away from home	______	______	__________
approval of peers or parents	______	______	__________
the reward of belonging to a legal adult world	______	______	__________

ACTIVITY: WORK -- DO YOU AGREE WITH THIS STATEMENT?

OBJECTIVE: Students will debate opinions about some controversial work issues.

PROCESS:

1. Read each statement on the handout, DO YOU AGREE OR DISAGREE THAT . . . aloud to the class, or ask students to read them aloud.

2. Divide the class into pairs. Ask each pair to pick two of the statements to work with. Their task will be to decide whether they agree or disagree with each statement. If they agree, they should talk about why, and if they have opposing opinions, they should each defend their position to their partner.

3. Each partner in the pair then chooses one of the two statements to defend in a written paragraph. Discuss sentence and paragraph construction before they write.

4. Collect and "correct" the written defenses so they can be revised and used as an oral activity the next day.

5. The next day, using the re-written and polished versions of their statements, let the students read them aloud to the class and defend their opinion in a question and answer period. Encourage serious questioning from the students after each reading.

TIME: One to two class periods

HANDOUTS/ MATERIALS: DO YOU AGREE OR DISAGREE THAT . . . ?

HANDOUT: DO YOU AGREE OR DISAGREE THAT . . .?

1. How much a person earns tells how successful that person is.
2. Work makes you responsible.
3. To get ahead on a job, it's not what you know, but whom you know.
4. You owe it to society to work.
5. Men should always be hired and promoted first, then women.
6. You shouldn't do any job unless you get paid.
7. A married woman should not work full-time.
8. Work is separate from and has nothing to do with your lifestyle.
9. If you get fired, it's your fault.
10. How you feel about yourself has nothing to do with how well you do a job.
11. The only way you know if you did a good job is by your boss saying so.
12. Women should not be paid as much as men, even though they are doing the same job.

ACTIVITY: WHO WORKS HERE?

OBJECTIVE: The students will become aware of all of the jobs at this school or program.

PROCESS:

1. As a whole group, ask the class to list all the jobs they can think of at the school. Record this list on the blackboard and help the students fill in the jobs they may have missed.
2. Ask students individually to write a one or two sentence "job description" for each position identified.
3. In small groups, ask students to verify and/or correct their descriptions by using the Dictionary of Occupational Titles (DOT) and the dictionary or other career resource materials.
4. Lead a discussion by asking how many of the jobs are dependent and/or rely on other jobs. Discuss whether any jobs are stereotyped by sex, or ethnicity, if there is or isn't proportionate racial representation. Discuss how mutual support is critical for jobs in an organization like a school.
5. Distribute and allow time to do the handout, HOW WORKERS NEED EACH OTHER.
6. You might ask the Principal or a Vice Principal to participate in the discussion on the interdependency of jobs.

TIME: Two periods

HANDOUT/ MATERIALS: HOW WORKERS NEED EACH OTHER
Dictionary of Occupational Titles

HANDOUT: HOW WORKERS NEED EACH OTHER

What would happen if:

1. The custodian and the classroom teachers didn't have a good working relationship? ____________________

2. The Principal and the Vice Principal disagreed on the daily bell schedule?

3. The students and the nurse didn't trust each other? ____________________

ACTIVITY: SKILLS FOR SALE!

OBJECTIVE: Students will realize that most people have skills that are marketable.

PROCESS:

1. Ask students to think of all the "odd" jobs, chores, or leisure activities they have done in their lives, e.g., took care of a little brother, washed the dishes, made cookies, raked leaves. Do this as a group and record the list on the blackboard. If the students need assistance, distribute handout, SKILL SURVEY SHEET. With the group, look at the list on the blackboard and:
    - circle the ones that someone could get paid for doing
    - for each of the circled ones, write down the job titles that go with that skill (e.g., made cookies--baker; babysat--child care worker)

2. While the students probably have "volunteered," i.e., not been paid for the activities listed, explain that if they continued doing some of these activities, they could acquire the skill levels required of people who do get paid for these activities. Encourage the students to think positively about the skills they have, but may not know they have!

3. After discussing skills and skill development, let students complete the handout, MY SKILL RECORD. Help the students individually articulate their skills. Starting this as a group activity could facilitate the process since the students may have skills which they can't describe or may not perceive as skills.

TIME: One period

HANDOUTS/ MATERIALS:
SKILL SURVEY SHEET
MY SKILL RECORD

HANDOUT: SKILL SURVEY SHEET

With some training/education, your natural abilities can become marketable skills. Everybody has skills, and we develop more as we get older.

Put an X by each of these skills you have.

_____ Playing baseball
_____ Taking notes
_____ Reading a map
_____ Spelling
_____ Playing basketball
_____ Using a camera
_____ Selling
_____ Washing dishes
_____ Doing laundry
_____ Pumping gas
_____ Writing letters
_____ Typing
_____ Changing a tire
_____ Arranging flowers
_____ Acting
_____ Raising animals
_____ Telling a story
_____ Speaking a foreign language
_____ Filing papers
_____ Washing windows
_____ Knitting
_____ Tuning an engine
_____ Caring for children
_____ Singing
_____ Growing plants
_____ Painting
_____ Using tools
_____ Making beds
_____ Making people laugh
_____ Drawing
_____ Doing puzzles
_____ Making change
_____ Fixing broken things
_____ Driving a car
_____ Cooking a meal
_____ Ironing clothes
_____ Mowing a lawn
_____ Following directions

_____ Other skills you have____

____

HANDOUT: MY SKILL RECORD

SKILL	LEVEL OF MASTERY		
	OBSERVED *(saw it)*	**PRACTICED** *(tried it)*	**ACQUIRED** *(know it!)*

ACTIVITY: FIELD TRIP

OBJECTIVE: Students will be exposed to a variety of jobs in a successful business in the local community.

PROCESS:

1. Arrange two field trips for the students, one to a large company and one to a small business. Follow the procedures required by your institution.

2. An effective field trip will have these elements:

   Business:
   - knows a general profile of your students
   - understands your purpose for the visit
   - is prepared to give a presentation that is geared to your students' level of interest and knowledge

   Students:
   - have a very general understanding of what the business is
   - know the purpose for the field trip
   - are prepared to ask questions
   - have an assignment to complete after the trip

3. An excellent way to arrange field trips is by working with your area coordinator, or the Chamber of Commerce, or a local school-business partnership. Particularly if there is an organization in your community that coordinates activities such as these, be sure to use their expertise in setting up the trip, as well as in preparing the site and the students for a meaningful experience.

TIME: Two to three class periods

HANDOUTS/ MATERIALS: None

ACTIVITY: A DAY IN THE LIFE OF . . .

OBJECTIVE: Students will compare their impressions of specific jobs with real information given by workers in those jobs.

PROCESS:

1. Discuss with the students how we often have misconceptions about jobs. Some jobs seem glamorous, such as detective, model, flight attendant, while others seem dull, such as librarian or bookkeeper. Often, however, our perceptions may not be accurate, so this activity will let students check their perceptions about a job against the reality of the job.

2. Ask students to identify one adult who does a specific job. It need not be a potential job for the student. The students then should write a few paragraphs that they think would describe a 24 hour day in that person's life. They should title their paper, "A Day in the Life of . . . "

3. Then ask the students to make an appointment to interview the adult they just wrote about.

4. Some leading questions for the paper and for the interview could be:
    - What time do you wake up?
    - How do you get to work?
    - What do you do at work?
    - Do you work alone or with others?
    - What preparation did you need for this job?
    - When and how did you decide to enter this field?
    - What do you like/dislike about your job?
    - What time do you leave work?
    - What do you do after work?

5. After the interview, ask the students to write a new description of this person's job in the same way: "A Day in the Life of . . ."

A DAY IN THE LIFE OF... (cont'd.)

6. After both papers are written, discuss the following:
    - Compare the descriptions written before and after the interview.
    - What aspects were similar/different?
    - Were there any surprises in the interview?
    - What skills and preparation did the person need for the job?
    - Why did the person choose this particular job?

TIME: Two class periods

HANDOUTS/ MATERIALS: None

ACTIVITY: STAY HIRED NOT FIRED!

OBJECTIVE: Students will be able to describe the reasons why people lose their jobs.

PROCESS:

1. Before giving any information, ask students to list the reasons they think employees get fired. Put all their reasons on the blackboard.
2. Then give students the handout, TEN COMMON REASONS WHY PEOPLE GET FIRED. Discuss each of the ten items with the class.
3. Ask the students to rate themselves on the handout, CAN I KEEP A JOB? The choices are "Yes" or "I need to improve." Students may need help thinking about how they can improve in the areas they said they need to.
4. Distribute the handout, LET'S NOT GET FIRED. Ask students to discuss in small groups how they would handle each of the situations on the handout. Then ask each small group to report back to the large group.

TIME: One class period

HANDOUTS/ MATERIALS:

TEN COMMON REASONS WHY PEOPLE GET FIRED
CAN I KEEP A JOB?
LET'S NOT GET FIRED

HANDOUT: TEN COMMON REASONS WHY PEOPLE DON'T GET FIRED

1. Shows up on time and is not absent a lot
2. Gets along well with others
3. Is friendly, smiles
4. Follows rules
5. Learns new skills
6. Is honest
7. Works hard
8. Is interested and has pride in the work
9. Listens to instructions
10. Is positive and loyal to the employer

HANDOUT: CAN I KEEP A JOB?

How well will you do on a job? Be honest with yourself.

	Yes	I need to improve
1. I have SKILLS. I complete my work on time.	____	____
2. I am RESPONSIBLE. I am on time.	____	____
3. I am HONEST. I tell the truth.	____	____
4. I FOLLOW RULES. I listen and do what I am told to do.	____	____
5. I WORK HARD. I work on my own.	____	____
6. I am FRIENDLY. I smile and am positive.	____	____
7. I am CLEAN. I am neat and tidy.	____	____

If you marked any of these "I need to improve," what can you do to improve each of them?

____

____

____

____

____

HANDOUT: LET'S NOT GET FIRED!

1. You are working at the Flakey Bakery Shop. You thought you would get to learn how to bake donuts and cookies, but it seems like all you ever do is clean up. What would you do about this?

2. You get a great job in a sports shop that sells athletic clothes and equipment. You want to be responsible because the manager likes you and will teach you new skills, but your friends are suddenly offering you a lot of money to steal some things for them. You know you shouldn't do it. However, you do have some big bills to pay off, and your salary just won't do it. What will you do?

3. Your job at the Razz Berry Ice Cream Parlor was just fine until they hired a new person. She tells you what to do even though you know more than she does. Your boss is her uncle and you don't want to offend him. What should you do?

ACTIVITY: STEP BACK INTO LAST SUMMER'S JOB

OBJECTIVE: Students will reflect on their last summer's work experience and begin to think about the next summer.

PROCESS:

1. Ask each student to write a description of the job they had last summer. Help them describe the jobs with accurate job titles.

2. Then have each student write a brief description--at least two paragraphs--on what their job responsibilities were and what the job was like. Some questions to help them get started:
   - What were the major tasks you performed?
   - Who provided leadership?
   - What did you like best/least about the job?
   - If you got fired or quit, give a detailed explanation of why.
   - Did you ever rely on peers?
   - What did you learn about the job itself?
   - What did you learn about general work responsibilities?
   - How did your job contribute to the community?

3. Focus discussion on the positive experiences the students had and then on what problems the students had. Encourage them to use peer support to discuss how some of their problems could have been avoided/resolved.

4. After the discussion, ask students to set a goal for their job next summer. Tell them you will be talking more about this in the spring, but now is a good time to start because last summer's experiences are still fresh in their minds.

TIME: One to two periods

HANDOUTS/ MATERIALS: None

ACTIVITY: WORD JUMBLE

OBJECTIVE: Students will play with words related to careers.

PROCESS:

1. Distribute handout WORD JUMBLE.
2. The task is to unscramble the letters so each is a word related to this unit.
3. This activity could be done as a team competition, the winner being the first person to unjumble the words correctly.
4. A follow-up activity can be for the students to create their own word jumbles.

TIME: 10 to 15 minutes

HANDOUTS/ MATERIALS: WORD JUMBLE

HANDOUT: WORD JUMBLE

1. obj ________________
2. eracre ________________
3. kwor ________________
4. ihre ________________
5. larays ________________
6. ilskl ________________
7. ingntria ________________
8. rsgeni________________
9. heocic ________________
10. legocle ________________

JOURNALS

Ideally, each of you will be writing in your journal on a regular basis, at least once or twice a week. This should be "free writing," that is, writing for about five or ten minutes straight about whatever comes to your mind.

If you need some ideas to get you going during this unit, here are some suggestions. Try to write at least two paragraphs for each sentence you choose to complete. A complete paragraph includes an introductory sentence, about three or more sentences, and then a concluding sentence.

- One thing I've always wanted to do is:
- The career I would most like to pursue is:
- If I could________________________________ five years from now, I'd be happy because:
- If there were one thing I would like to improve about myself by the time I am an adult, it would be:
- When I retire, I would like to be able to look back and say I accomplished this:
- A "safe" job for me would be____________________ because:
- A "risky" job for me would be ____________________ because:
- I could never go into a profession such as:

CLOSURE

Closure is an important part of learning. Ending each unit with a structured activity will: 1) reinforce what was learned in the unit; 2) illustrate how the concepts can be applied to one's life; 3) make connections between previous and future learning; and 4) clear the air to start a new topic. A quick wrap-up activity will create a sense of completion which, for many, is followed by feelings of success.

Suggestions:

1. Discuss any or all of these questions:
    - What were the main ideas in this unit?
    - What did you like best/least about this unit?
    - What did you learn in this unit that will have a lasting influence on you?
    - What about this unit will you remember 5 years from now?
    - What about this unit would you want to teach to a friend?

    Alternatively, students could write their responses to the above questions.

2. **Ask students to complete this sentence and elaborate for a few paragraphs: Now that we have finished this unit on *Career Awareness*, I am different in these ways:**

3. **Ask students to think about how the ideas in this unit are connected to the ideas in previous units. Discuss this as a group.**

4. **Review the vocabulary words that you taught at the beginning of the unit, and talk with students about ways they can incorporate these words into their daily working vocabulary.**

5. **Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.**

6. **Ask students to write answers to the following questions:**
    - **What was the high point of this week?**
    - **List 1 or 2 ways this week could have been better. How can you act to bring this about?**
    - **Identify 3 choices you made this week.**
    - **Whom were you in emphatic agreement or disagreement with this week?**
    - **What is one thing you wish you had finished this week?**
    - **What were you proud of yourself for this week?**

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OVERVIEW

Becoming aware of your own ability to lead is a most effective way to empower yourself. In this unit, you will discover the meaning as well as the importance of leadership. You will come to understand that we are all leaders in some way and that we all must face the responsibility that comes with leadership. You will also have the chance to identify your own leadership styles.

Leaders show up in the classroom all the time. Sometimes they lead peers into negative behaviors. Often, however, a student will guide others, by example or by persuasion, in a more positive direction. An important aspect of this unit is that you will have the chance to recognize these skills and to put them into practice in a more formal way. There are exercises which suggest you lead the discussions. And there is a format to follow for class meetings so that they can become regularly scheduled events. An important part of leadership is communication. Listening techniques and hints about giving directions will be explored.

The unit also explores the decision-making process from a different point of view. Who should make what decisions? In what instances and in what ways are decision-making responsibilities shared?

Thoughts to Ponder

When I was a boy I was told that anybody could become President; I'm beginning to believe it.

Clarence Darrow

I must follow them; I am their leader.

Andrew Bonar Law

The old law "an eye for an eye" leaves everybody blind.

Martin Luther King, Jr.

Once the game is over, the king and the pawn go back in the shoe box.

Italian saying

The stakes are too high for the government to be a spectator sport.

Barbara Jordan

Don't compromise yourself. You're all you've got.

Janice Joplin

If you are not a part of the solution, you are part of the problem.

Eldridge Cleaver

When I'm pushing myself, testing myself, that's when I'm happiest. That's when the rewards are greatest.

Sissy Spacek

VOCABULARY

1.	***advise***	to offer your opinion or advice based on information or experience you have
2.	***authoritarian***	giving orders and making all the decisions for other people
3.	***democratic***	treating people as equals and involving them in decisions to be made about them or the group
4.	***dominate***	to take control or to impose your own desires on other people or things
5.	***empathy***	being able to feel or to understand another person's feelings
6.	***facilitate***	to help along or make easier
7.	***inspire***	to influence another person or to make another person want to do something
8.	***laissez-faire***	letting people do as they please by not interfering or guiding what they do or think
9.	***delegate***	giving another person responsibility to accomplish something that needs to be done.
10.	***scape-goating***	making someone else take the blame for the mistakes of others

ACTIVITY: BOMB SHELTER PROBLEM

OBJECTIVE: Students will learn the responsibility of being a leader and the value of people whose beliefs are different from their own.

PROCESS:

1. Divide the class into groups of about six. Give them this hypothetical situation:

   World War III has begun. You are a group of world leaders who have a shelter of your own. You have been notified that the shelter is completely ready for you and that you must be there in 40 minutes. It is less than 10 minutes away so you have half an hour to help a group of people who live in a tiny area of the Cascade Mountains that is considered to be the safest in case of a nuclear war. There are enough room and supplies for six people for three months. Ten are at the shelter wanting in. It is up to your group to decide which six of the ten to choose. They have agreed to go along with whatever decision you make. Remember that they might be the only survivors--the only people left to start the human race over again.

   This is all you know about the ten people:

   1. A 30 year old accountant
   2. The accountant's wife, who is 6 months pregnant
   3. A famous historian who is 45 years old
   4. A young Hollywood actress, singer, dancer
   5. A renowned medical scientist who is gay
   6. A minister who is 55 years old
   7. An Olympic athlete (all sports)
   8. A second year medical student
   9. A police officer with a gun (they cannot be separated)
   10. A carpenter

BOMB SHELTER PROBLEM (cont'd.)

2. **After the groups have made their decision, let the students share them. Lead a discussion with the activity objective in mind. You can refer back to the activities in the unit on decision-making.**

TIME: One class period

HANDOUTS/ MATERIALS: BOMB SHELTER PEOPLE

Adapted from: Simon, S., L. Howe, H. Kirschenbaum. Values Clarification. Hart Publishing Co. 1972.

HANDOUT: BOMB SHELTER PEOPLE

1. A 30 year old accountant
2. The accountant's wife, who is 6 months pregnant
3. A famous historian who is 45 years old
4. A young Hollywood actress, singer, dancer
5. A renowned medical scientist who is gay
6. A minister who is 55 years old
7. An Olympic athlete (all sports)
8. A second year medical student
9. A police officer with a gun (they cannot be separated)
10. A carpenter

ACTIVITY: WHAT IS A LEADER?

OBJECTIVE: Students will recognize the presence of leaders--both positive and negative--in all areas of our lives.

PROCESS:

1. Have each student write a definition of leadership. Call on a volunteer to lead a discussion of individual definitions and to help the group come to a common definition.

2. Have the class identify leaders in the world, community, classroom, school, and workplace. Discuss positive leadership (e.g., Martin Luther King, Jr.) vs. negative leadership (e.g., Hitler).

3. Let them work in pairs or individually to make a leadership collage, letting them choose whether it will be positive or negative.

4. Ask each student to pick a leader they admire to research. Confer with the English and/or Social Studies Department for the research methodology used in the grade level of the students in the class. Allow both class time and library time for this project. Encourage students to present their research in a creative essay, preferably using word processing.

TIME: Two to three class periods

HANDOUTS/ MATERIALS: Newspapers, magazines, poster paper, construction paper, scissors, and glue

ACTIVITY: EVERYONE IS A LEADER IN SOME WAY

OBJECTIVE: Students will understand the qualities of a good leader, and that we are all leaders in some way.

PROCESS:

1. Review the previous activity about positive and negative leadership.
2. Ask for a volunteer to lead the class in producing a list of qualities to look for in a good leader. List them on board.
3. Ask students to write a paragraph in which they describe how they are leaders, what leadership qualities they bring to the classroom (positive or negative), and how they and others might benefit from their leadership in a specific job or career of their choosing.
4. Use the students' paragraphs as a basis for discussing leadership qualities possessed by the class as a whole group.

TIME: 25 minutes

HANDOUTS/ MATERIALS: None

ACTIVITY: LISTENING LEADERS

OBJECTIVE: Students will learn techniques of communication as part of leadership.

PROCESS:

1. Briefly review some of the concepts in the unit on communication. Illustrate the difference between "talking at" and "talking with." Then discuss these elements of good listening:
   - Hearing the words and making sure you understand their meaning.
   - Hearing the feelings behind the words and empathizing with the speaker.
   - Suspending judgement and checking out whether your interpretation of the speaker's thoughts and feelings are valid.

2. With the whole class, repeat the paraphrasing exercise from the unit on communication and relate it to effective leadership. Have students begin a discussion about a subject of choice. Before anybody expresses a point of view, he/she must paraphrase the essence of the statements made by the previous speaker and check to see if their understanding was correct. Appoint one student to monitor the discussion to be sure speakers are paraphrasing previous statements and are not interrupting.

3. A follow-up to this activity would be to tape record and replay the discussion and let each student rate it according to the elements of good listening listed above. This activity can be used whenever you feel the class needs to review listening skills.

TIME: Variable

HANDOUTS/ MATERIALS: Tape recorder

Adapted from: Kirschenbaum, Howard, "The Listening Game," Colloquy. October, 1970.

ACTIVITY: GETTING OTHERS TO FOLLOW

OBJECTIVE: Students will know that leaders can get more accomplished by delegating work and communicating in a pleasant manner.

PROCESS:

1. Put the following statements on the board:
   "Do these dishes now!"
   "Do this correctly or you're out!"
   "Wait! You're not finished here yet!"

2. Discuss how students might feel when they hear such commands. Could they have been stated in a more pleasing manner? Would people be more likely to follow these commands if they were stated differently?

3. Have students rewrite the following directions in a way that would invite others to feel better about "following the leader."
   1. Go to the library right now, and don't come back without an atlas.
   2. Have that report done by Friday and no later.
   3. Fix me some dinner.
   4. Restock those shelves immediately, and then clean up.
   5. Get this done right now.

4. Share the alternative statements as a class. Ask students to write down other commands and demands as they hear themselves or others make them. Give them a time limit, such as a week, to bring in a certain number of these commands with corresponding suggestions for rewording them to be more pleasant and respectful. Discuss how an effective leader should communicate needs and requests.

TIME: 25 minutes

HANDOUTS/ MATERIALS: None

ACTIVITY: CLASS MEETINGS

OBJECTIVE: Students will apply what they have learned by taking a leadership role in classroom meetings.

PROCESS:

1. Issues have undoubtedly come up in class that could appropriately be addressed in an organized group meeting. Give students time to suggest and record some of these issues. Topics might be education or career-oriented concerns, social problems, school issues, or classroom interaction problems. A group meeting can be an effective way to discuss and/or solve problems.

2. The first task will be to adopt a philosophy of the meetings--a statement of purpose--in keeping with the goals of the class and reflective of the specific group's personality and needs.

3. At a first meeting, the students should define the responsibility of the group leader and establish basic rules for behavior at class meetings. Two or three rules should be adequate. For each meeting, leaders may be chosen on a rotating basis by election, appointment, or volunteering.

4. Save time at the end of each meeting to offer feedback on how the meeting progressed and on how well the leader performed.

5. Meetings could be held every 2 weeks or whenever a new issue arises. Make sure no one person, race, or sex dominates these meetings.

TIME: 15 to 20 minutes

HANDOUTS/ MATERIALS: None

ACTIVITY: WHO GETS TO DECIDE?

OBJECTIVE: Students will understand that leadership is a shared responsibility, even in the workplace.

PROCESS:

1. Write the following decision-making categories at the top of the blackboard:

Teacher Decides	Teacher Decides Students Okay	Students Decide Teacher Okays	Students Decide

2. Discuss the following topics and then, as a group, list each topic on the blackboard under the decision-making category where the class feels it would be most appropriate.
   - Curriculum
   - Classroom rules
   - Class meeting rules
   - Class meeting leader
   - Daily schedule
   - Plans for a classroom party
   - Agenda for the next classroom meeting
   - What to wear to class
   - School calendar
   - Whether to undertake a community service project

3. When you feel students have the idea, erase and write the following categories:

Employer Decides	Employer Decides Employees Agree	Employees Decide Employer Okays	Employees Decide

4. Distribute the handout, SITUATIONS FOR DECISION-MAKERS. Divide students into groups of four. The group task is to put the topics in Part I under the most appropriate category that are now on the blackboard. Ask each group to elect a leader to facilitate the discussion and report the group's findings. Set a time limit. When time is up, ask each leader to report his/her group's decisions to the rest of the class. Discuss.

WHO GETS TO DECIDE (cont'd.)

5. Ask students to fill out Part II. At a later time, it might be interesting to present this feedback to the group in the form of percentages.

TIME: One period

HANDOUTS/ MATERIALS: SITUATIONS FOR DECISION-MAKERS

HANDOUT: SITUATIONS FOR DECISION-MAKERS

PART I

Salary
Benefits
How to Celebrate Birthdays
Office Christmas Party
What to Wear to Work Each Day
How Safe the Workplace Needs to Be
What Safety Rules Must Be Followed
Union Representative
When Payday Will Be
What Hours to Work
Who Does Which Job
What To Do After Work
How To Get To Work

PART II

Do you feel your opinions were represented in the report made by the leader?

Yes _____ Somewhat ____ No ____

Were you heard by the group during the decision-making process?

Yes ____ Somewhat ____ No ____

Were your ideas considered?

Yes ____ Somewhat ____ No ____

Do you feel

Satisfied? ____
Frustrated? ____
Ignored? ____

ACTIVITY:	WORD JUMBLE
OBJECTIVE:	Students will play with words related to leadership.
PROCESS:	1. Distribute handout WORD JUMBLE. 2. The task is to unscramble the letters so each is a word related to this unit. 3. This activity could be done as a team competition, the winner being the first team to unjumble the words correctly. 4. A follow-up activity can be for the students to create their own word jumbles.
TIME:	10 to 15 minutes
HANDOUTS/ MATERIALS:	WORD JUMBLE

HANDOUT: WORD JUMBLE

1. dealer________________________________
2. spinire________________________________
3. tyauthroi______________________________
4. trolonc________________________________
5. scapgeota______________________________
6. meidate________________________________
7. divase_________________________________
8. eplh___________________________________
9. dorer__________________________________
10. eamt__________________________________

JOURNALS

Ideally, each of you will be writing in your journal on a regular basis, at least once or twice a week. This should be "free writing," that is, writing for about five or ten minutes straight about whatever comes to your mind.

If you need some ideas to get you going during this unit, here are some suggestions. Try to write at least two paragraphs for each sentence you choose to complete. A complete paragraph includes an introductory sentence, about three or more sentences, and then a concluding sentence.

- One time when I had a good idea, but nobody would listen, was:
- A time I led others in my group the wrong way was:
- A time I led others, and we were all glad I did, was:
- A leader I admire is______________________, because:
- I once followed someone's lead and I wish I wouldn't have because:

CLOSURE

Closure is an important part of learning. Ending each unit with a structured activity will: 1) reinforce what was learned in the unit; 2) illustrate how the concepts can be applied to one's life; 3) make connections between previous and future learning; and 4) clear the air to start a new topic. A quick wrap-up activity will create a sense of completion which, for many, is followed by feelings of success.

Suggestions:

1. Discuss any or all of these questions:
   - What were the main ideas in this unit?
   - What did you like best/least about this unit?
   - What did you learn in this unit that will have a lasting influence on you?
   - What about this unit will you remember 5 years from now?
   - What about this unit would you want to teach to a friend?

   Alternatively, students could write their responses to the above questions.

2. Ask students to complete this sentence and elaborate for a few paragraphs: Now that we have finished this unit on *Leadership*, I am different in these ways:

3. Ask students to think about how the ideas in this unit are connected to the ideas in previous units. Discuss this as a group.

4. Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.

5. Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.

6. Ask students to write answers to the following questions:
   - What was the high point of this week?
   - List 1 or 2 ways this week could have been better. How can you act to bring this about?
   - Identify 3 choices you made this week.
   - Whom were you in emphatic agreement or disagreement with this week?
   - What is one thing you wish you had finished this week?
   - What were you proud of yourself for this week?

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6. Career Goals
7. The Winning Resume
8. Be Positive!
9. Word Jumble

Journals

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OVERVIEW

- Can you be an accountant if you don't finish high school?
- Can you be a doctor if you don't finish college?
- Can you realize your dreams without preparing for them?
- Can you get to point Z without starting at point A?
- If you start at point A does it mean you have to stay there?

This unit is designed to help you set realistic goals for yourselves and to determine what steps are necessary along the way to reach these goals. Here you will take a good look at yourselves and the world you are in, in order to determine what expectations are appropriate. You will do research to discover just what roads you must travel in order to succeed in reaching your destinations. You will explore whether you can "have it all" and, if not, whether there are acceptable compromises.

The overall objective is to assist you in designing your own future. This can be very exciting, despite any glimpses of harsh reality you may see along the way.

Thoughts to Ponder

The wise don't expect to find life worth living; they make it that way.
Anonymous

Behold the turtle. He only makes progress when he sticks his neck out.
James B. Conant

On the human chessboard, all moves are possible.
Miriam Schiff

Even the highest towers begin from the ground.
Chinese Saying

Even if you're on the right track, you'll get run over if you just sit there.
Will Rogers

Nothing in life is to be feared. It is only to be understood.
Marie Curie

It ain't over 'til it's over.
Lawrence (Yogi) Berra

Reality is something you rise above.
Liza Minelli

VOCABULARY

1.	*apprentice*	someone who works for an expert or professional in order to learn a trade, such as carpentry or plumbing
2.	*appropriate*	what is right for a particular situation; it may or may not be exactly what you want or believe at that time
3.	*confident*	feeling certain of your ability to do something
4.	*entrepreneur*	someone who operates their own business rather than working for someone else
5.	*expectations*	things someone looks forward to receiving which they believe they deserve
6.	*limits*	the very most that you can handle either emotionally in your relationships with other people or physically in the work your body is required to do
7.	*nurture*	to add to or encourage the growth of your own or someone else's abilities, interests, or feelings
8.	*rationale*	reason(s) for what you are doing
9.	*realistic*	making a decision based on all the facts, not just the information you want to see or hear
10.	*support system*	people who believe in you and what you can do, who can also help you achieve what you want to achieve

ACTIVITY: HOW MUCH CAN I HANDLE?

OBJECTIVE: Students will know that we all have limits, some of which are more in our control than others.

PROCESS:

1. Discuss with students the concept of stretching to one's limits, e.g., climbing Mt. Everest or running a marathon. Ask for times in their lives when they stretched to their limit. Did they achieve a "personal best?"
2. Instruct students to complete the handout, HOW MUCH CAN I HANDLE?
3. Have the class share their results and discuss them. Some possible discussion questions:
   - Had you ever thought of yourself as having so many limits?
   - Have you ever reached these limits? If so, what has happened?
   - Who or what creates these limits?
4. Conclude this activity by illustrating how our personal limits influence how we set goals for ourselves, both at school and at work.

TIME: 15 to 20 minutes

HANDOUTS/ MATERIALS: HOW MUCH CAN I HANDLE?

HANDOUT: HOW MUCH CAN I HANDLE?

Fill in each blank with the amount you feel is the most you think you can handle.

Minutes sitting in one class____________________

Hours of homework in one day____________________

Parties in a weekend____________________

Dates in one week____________________

Phone calls in one evening____________________

Hours doing chores at home in one week____________________

People living in my house at one time____________________

Slices of pizza I could eat in one sitting____________________

Number of people I could speak to in an audience____________________

Distance I could run without stopping____________________

Length of time I could wait in line at the grocery store without complaining__________

Adapted from: Coping for Kids, by Gerald Herzfeld and Robin Powell. The Center for Applied Research in Education. 1986.

ACTIVITY: EXPERIENCING LIMITS

OBJECTIVE: Students will understand that we all have different capabilities, and they will know how it feels to take on more than they can handle.

PROCESS:

1. Tell students you are going to "test your limits" today. Review the previous activity. We all are different and we all have our strengths and weaknesses. Some things are impossible for some people yet easy for others. There will be three tests; one is communication, one is mathematical, and one is physical.

2. Read the following to the class once and then ask students to write down what you read, word for word:

   > "I passed by this way before the street was paved, believing it to be the last uncivilized bit of world left. But, sadly, I was mistaken once again."

   Check for accuracy and spelling.

3. Write this problem on the board:

   $$\begin{array}{r} 31462 \\ \underline{\times\ 51734} \end{array}$$

   Ask students to work the problem [Answer: 1,627,655,108]. As they work, interrupt with statements like, "It is now 9 o'clock, 33 minutes until class is over," or, "I did problems like this when I was in 9th grade. Or was it 11th grade?" or, "Can you believe it is 30, 60, already 62 days since Christmas!"

   Time them, and as they finish have each write down the amount of time it took to complete the problem.

4. Ask students to lift a 40 pound weight as high as they can with one hand (carefully).

EXPERIENCING LIMITS (cont'd.)

5. Discuss their feelings about these "tests." Did they feel competitive? frustrated? confident? embarrassed? Explain that we all have different capabilities. Explain also that we all have times when we take on more than we can handle. That is why it is so important to look closely at our dreams and expectations so that we challenge ourselves without setting ourselves up for failure because of unrealistic expectations.

TIME: 30 to 35 minutes

HANDOUTS/ MATERIALS: At least one 40-pound weight

Adapted from: Coping for Kids, by Gerald Herzfeld and Robin Powell. The Center for Applied Research in Education. 1986.

ACTIVITY:	SCHOOL GOALS
OBJECTIVE:	Students will start the process of setting personal/academic goals.

PROCESS:

1. This activity should be done individually with each student and reviewed at the end of the semester.
2. Remind students that each of our own skills, interests, and limits should dictate what goals we set for ourselves. Self expectations should be in tune with each individual's unique qualities, and we should judge our progress against ourselves rather than against others.
3. Use the handout, STEP GOAL SETTING FORM, with each student.

TIME:	Approximately 15 minutes for each student
HANDOUTS/ MATERIALS:	STEP GOAL SETTING FORM

HANDOUT: STEP GOAL SETTING FORM

Name____ Grade____________

Classes	Semester Grade	Plans to Improve
1.		
2.		
3.		
4.		
5.		
6.		

I will graduate from high school in ______________ (Year). Three things I will do to help myself graduate are:

1.

2.

3.

My personal goal for next semester is:__________________________________

I will accomplish my goal by:______________________________________ (Date)

To accomplish my goal I will do these three things:

1.

2.

3.

ACTIVITY: DREAM JOBS

OBJECTIVE: Students will stretch their own limits in considering many career possibilities.

PROCESS:

1. Ask students to write down the "job of their dreams" and then ask them to write a paragraph describing why they would love to have such a career. Encourage them to dream!

2. Then distribute the handout, CAREERS. Instruct students to fill in their "dream job" on the first line. Then ask them to look at the 5 columns of careers on the handout, and have them underline the five jobs from the list that are most appealing to them (not necessarily best suited for them). They are to pick only one career from each column.

3. Collect and keep for use in the next activity.

TIME: 20 minutes

HANDOUTS/ MATERIALS: CAREERS

HANDOUT: CAREERS

My "Dream" Career____

OTHER CAREERS:

COLUMN 1

Doctor
Lawyer
Editor
Teacher
Nurse
Dentist
Pilot
Police officer
Politician
Hotel manager
School principal

COLUMN 2

Fashion designer
Dancer
Artist
Musician
Professional athlete
Writer
Interior decorator
Actor/actress
Chef
Furniture upholsterer
Assembly worker

COLUMN 3

Medical technologist
Computer programmer
Dental assistant
Computer operator
Hairdresser
Cosmetologist
Chemist
Construction worker
Secretary
Fire fighter

COLUMN 4

Store owner
Business owner
Inventor
Tax consultant
Real estate salesperson
Taxi driver
Truck driver
Plumber
Electrician

COLUMN 5

Server
Bartender
Custodian
Repair person
Child care worker
Flight attendant
Postal worker
Sales person
Telephone operator
Minister
Social worker
Bank teller
Ambulance driver

ACTIVITY: RESEARCHING CAREERS

OBJECTIVE: Students will know what requirements and opportunities accompany the careers in which they are most interested.

PROCESS:

1. Students will research two of the five dream careers they chose for themselves in the previous activity. For each career, they should list at least the following information:
   - Starting Salary
   - Top Salary
   - Benefits
   - Educational Requirements
   - Physical Requirements
   - Other Skills Needed
   - Job Availability
   - Job Security
   - Chance for Advancement

   You may want students to do more research by interviewing people after school.

2. For each career ask the students to write a paragraph or two answering these questions:
   - How does this career fit with your personal values?
   - Would you need to stretch to your limits to succeed in this career?
   - What goals would you need to set for yourself to achieve this career? (Think about goals for the class, the year, high school, and beyond.)

3. After the research is done, ask each student to pick one of their dream careers to present to the class, explaining what goals they would set if they chose to pursue the career.

TIME: One to two class periods

HANDOUTS/ MATERIALS:

Dictionary of Occupational Titles
Occupational Outlook Quarterly
Career World

ACTIVITY: CAREER GOALS

OBJECTIVE: Students will understand that successful careers are attained by setting goals, stretching to your limits, and by meeting many expectations along the way.

PROCESS:

1. Instruct students to set goals for one of the two careers they researched in the last activity. This should be done according to the goal-setting model learned in the self-esteem unit. They should set these goals:
    a. Final career goal
    b. Educational goal
    c. Goal for high school
    d. Goal for the coming summer
    e. Goal for this school year
    f. Goal for this month
    g. Goal for today
2. These goals will be used in the next activity.

TIME: One class period

HANDOUT/ MATERIALS: None

ACTIVITY: THE WINNING RESUME

OBJECTIVE: Students will apply their understanding of the requirements for the careers of their choice by writing resumes for these careers.

PROCESS:

1. Have students imagine that it is the year 1998. They are to write a resume that will land them the perfect job in the career they chose in the previous activity.

2. One of the SAMPLE RESUME formats can be used, or you can use another format as long as it includes:
   - Name
   - Address
   - Phone number
   - Age
   - Education
   - Skills
   - Experience
   - Desired position

3. Remind the students that they should think to the future and write them as if they have already met the necessary expectations along the way. Have them refer to the goals they set in the CAREER GOALS activity. If word processing is available, the resumes should be printed for each student.

4. Invite an employer in from the local business community to critique the resumes with the class.

TIME: One class period

HANDOUTS/ MATERIALS:

SAMPLE RESUME I
SAMPLE RESUME II
SAMPLE RESUME III
Resume Format

HANDOUT: SAMPLE RESUME I

Ms. Katrina Cook
7742 N.E. Evergreen Street
Portland, Oregon 99999
Telephone: (503) 111-1111

CAREER GOAL: To work in the word processing industry in a job which will use my training and skills in sales and marketing

EDUCATION:

1981 Associate Degree - Business Administration
Portland Community College

Related Courses: Marketing, Salesmanship, Accounting and Automation, Computer Operations, Introduction to Programming, The Computer in Business

1978 Graduated -- High School

Related Courses: Typing, Business Accounting, Office Practice, Math, English

RELATED EXPERIENCE:

1978-1980 Secretary, Jay Smith Office Supplies

Responsibilities: General correspondence, filing, maintaining inventory and composing documents on word processor.

SKILLS AND ABILITIES: Good with numbers and detail, enjoy working with computers, excellent interpersonal skills, enjoy working in sales, good sales skills.

OTHER EXPERIENCE:

Served as assistant in church pre-school, cared for younger brother and sister, enjoy reading and sewing, participated in track team in junior and senior year.

HANDOUT: SAMPLE RESUME II

Ms. Janice Willis
5678 N. Baker Blvd.
Portland, Oregon 99999
Telephone: (503) 222-2222

JOB GOAL: To gain enough experience in woodworking to qualify for entering a carpentry apprenticeship

SKILLS AND ABILITIES: Fast learner, energetic, good with numbers, able to measure accurately and figure out how things fit together, able to use hand tools and skill saw.

EDUCATION:

1989-1990 Attended Portland Community College

Related Courses: Geometry, Drafting, Introduction to Construction, Building Construction Work Experience, Business Communication Skills

Spring 1989 Graduated--Rip City High School

Related Courses: Math, Algebra, Geometry, Woodshop

RELATED EXPERIENCE: Assisted in construction of residential deck, designed and constructed workbench and shelving in own home, repaired and refinished dining room table and chairs, completed small woodworking projects.

OTHER EXPERIENCE:

1987-1989 Shipping clerk, Import-Export, Ltd.

Responsibilities: Processed orders, packaged and prepared items for shipping, maintained supplies inventory.

1986-1987 Waitress, Intercontinental Restaurant

HANDOUT: SAMPLE RESUME III

Mr. Allen Gordon
1234 N.E. Oregon Creek Road
Portland, Oregon 99999
Telephone: (503) 333-3333

JOB GOAL: To work in the communications field in a job using technical and interpersonal skills

RELATED EXPERIENCE:

1978-1979 Staff member of Rip City High School newspaper

Responsibilities: Wrote and edited copy, sold advertising space, did layout work and some photography.

Summer 1978 Proofreader for Community Press

1977-1979 Announcer and scorekeeper at sporting events, Rip City High School

EDUCATION:

Spring 1979 Graduated - Rip City High School (top third of class)

Related Courses: Radio Broadcasting, Science, Algebra, Computer Science, English, and Drama

OTHER EXPERIENCE:

1978-1979 Counterperson, Winchell's Donut Shop

Responsibilities: Interacted with customers, ran cash register, did inventory, and ordered supples.

1977-1979 Member of track team Rip City High School (held school record in half-mile)

Member of Council for Student Equality, Rip City High School

SKILLS AND ABILITIES: Fast learner, energetic, able to complete tasks successfully and on time, good with numbers and able to speak to groups.

HANDOUT: RESUME FORMAT

1. **Name:**____________________ Telephone:____________

   Address:____________________ Soc. Sec. #:____________

   City, State, Zip____________________ Work Permit:____________

2. **Work Experience:** (Start with last employer and go backward)

   Employer____________________ Supervisor____________

   Address:____________________ Telephone____________

   City, State, Zip____________________ Dates: From______to______

   Job Title and Duties:______________________________

   ____

   Employer____________________ Supervisor____________

   Address:____________________ Telephone____________

   City, State, Zip____________________ Dates: From______to______

   Job Title and Duties:______________________________

   ____

3. **Skills:**____________________________________

4. Education: School:____________________Dates: From______to______

   Address:____________________ Telephone____________

   Related Classes:______________________________

   ____

5. **Activities/Interests:**______________________________

6. **Reference:** (Do not use relatives or employers)

   Name:____________________ Telephone:____________
   Address:____________________
   City, State, Zip____________________

Adapted with permission from The Private Industry Council, Portland, Oregon

ACTIVITY: BE POSITIVE!

OBJECTIVE: Students will understand that success requires a positive attitude as well as hard work and perseverance.

PROCESS:

1. Introduce this activity by talking about the inevitable frustration we all experience as we set goals and stretch to our limits. It is easy to get discouraged and a positive attitude is what we all need to keep pursuing our goals.

2. Distribute the handout, HOW TO KEEP A POSITIVE ATTITUDE. Briefly discuss with the class the three topics that are outlined in the handout:
   - Talking Success
   - Developing a Support System
   - Feeling Good

   After discussion of each topic, instruct students to write down an example of when they have used this strategy successfully. Then ask them to think about and write down how they could use it to help reach their career goals.

3. Distribute the handout, TROUBLESHOOTING. Ask students to fill this out. This might be reviewed from time to time during goal-setting sessions.

TIME: 20 to 25 minutes

HANDOUTS/ MATERIALS:

HOW TO KEEP A POSITIVE ATTITUDE
TROUBLESHOOTING

HANDOUT: HOW TO KEEP A POSITIVE ATTITUDE

1. The spoken word is very powerful. When you say something positive about yourself it will influence who you are and who you are becoming. Create success for yourself by TALKING SUCCESS.

   Examples:

   I'm fine, just as I am.
   Everything's going to be okay.
   I've succeeded with this before.
   I know I can do each one of these tasks.
   It will be easy once I get started.
   I can jump in and be all right.
   I can stay organized.
   I don't have to rush this.
   I will succeed as long as I take one step at a time.
   I can do this!
   Once I get started, I've got it made.
   I'm going to give it my best shot, and it will turn out fine.
   I can always ask for help; I'll get it.
   I'm not afraid.
   If I get tense, I'll just take a deep breath and relax.
   I'll just concentrate on what needs to be done.
   I'm a winner!
   I'm in charge here!
   I can keep this within limits. I can handle it.
   I can always call ________________.
   I did it!
   I did fine! It wasn't so bad after all.
   When I get in a pinch, I can always count on me!
   Next time I won't have to be sorry so much.
   I chose not to get scared away. I'm proud of myself.
   I am wonderful and beautiful and 100% me.

2. DEVELOPING A SUPPORT SYSTEM can be helpful in pursuing your goals.

   Whom you spend time with can greatly influence how successfully you do what you want to do. Find people who will support you in your decisions, who see the successful person in you, who can help you achieve what you want to achieve. Perhaps you know some adults who are already in the career of your choice. Nurture those relationships by communicating your interests, hopes, and needs.

HOW TO KEEP A POSITIVE ATTITUDE (cont'd.)

3. **FEELING GOOD can also help. Keep your "inner self" intact. It is okay to change your mind and to change your feelings about things as long as you are being honest with yourself. Keep your needs for self-fulfillment in focus and make decisions when you are healthy and relaxed. Eat well, exercise regularly, take care of your body. Do relaxation techniques as needed. If you have a spiritual belief system, keep it healthy as well.**

Adapted from: Michenbaum and Cameron, "The Clinical Potential of Modifying What Clients Say to Themselves." Self Control: Power to the Person, edited by Mahoney and Thoresen. Wadsworth. 1974.

HANDOUT: TROUBLESHOOTING

1. Career goal____

2. How much do I really want it?______________________________

3. What are my chances for success?__________________________

4. What could keep me from reaching this goal?

_____ I'm not really sure how to reach it.

_____ I don't want to do all the work to get there.

_____ I might forget about it.

_____ I might get down on myself and talk myself out of it.

_____ I'm afraid of what others will think.

_____ Others might not want me to reach my goal.

_____ The goal is too hard for me.

Some other reasons might be:______________________________

If I get discouraged, I will:______________________________

TROUBLESHOOTING (cont'd.)

5. What can I do to be sure these things won't keep me from reaching my goal?

Adapted from: Pat King Huggins, Establishing A Positive Classroom Climate: A Collection of Strategies. Issaquah School District ASSIST Program.

ACTIVITY:	WORD JUMBLE
OBJECTIVE:	Students will play with words related to career goals and expectations.

PROCESS:

1. Distribute handout WORD JUMBLE.
2. The task is to unscramble the letters so each is a word related to this unit.
3. This activity could be done as a team competition, the winner being the first team to unjumble the words correctly.
4. A follow-up activity can be for the students to create their own word jumbles.

TIME:	10 to 15 minutes
HANDOUTS/ MATERIALS:	WORD JUMBLE

HANDOUT: WORD JUMBLE

1. tilmi________________________________
2. pectex________________________________
3. rtain________________________________
4. turevne________________________________
5. ppusort________________________________
6. sonear________________________________
7. drmea________________________________
8. posiveti________________________________
9. oagl________________________________
10. cusfo________________________________

JOURNALS

Ideally, each of you will be writing in your journal on a regular basis, at least once or twice a week. This should be "free writing," that is, writing for about five or ten minutes straight about whatever comes to your mind.

If you need some ideas to get you going during this unit, here are some suggestions. Try to write at least two paragraphs for each sentence you choose to complete. A complete paragraph includes an introductory sentence, about three or more sentences, and then a concluding sentence.

- When I am an adult I will:
- A time I felt very important was:
- Something I did that made other people proud of me was:
- I can see myself working as a:
- It would be too big a risk for me to go into a career such as:
- Five adventures I would like to have during my lifetime are:
- My goals for this summer are:

CLOSURE

Closure is an important part of learning. Ending each unit with a structured activity will: 1) reinforce what was learned in the unit; 2) illustrate how the concepts can be applied to one's life; 3) make connections between previous and future learning; and 4) clear the air to start a new topic. A quick wrap-up activity will create a sense of completion which, for many, is followed by feelings of success.

Suggestions:

1. Discuss any or all of these questions:
    - What were the main ideas in this unit?
    - What did you like best/least about this unit?
    - What did you learn in this unit that will have a lasting influence on you?
    - What about this unit will you remember 5 years from now?
    - What about this unit would you want to teach to a friend?

    Alternatively, students could write their responses to the above questions.

2. Ask students to complete this sentence and elaborate for a few paragraphs: Now that we have finished this unit on *Career Goals and Expectations*, I am different in these ways:

3. Ask students to think about how the ideas in this unit are connected to the ideas in previous units. Discuss this as a group.

4. Review the vocabulary words that you taught at the beginning of the unit, and talk with students about ways they can incorporate these words into their daily working vocabulary.

5. Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.

6. Ask students to write answers to the following questions:
    - What was the high point of this week?
    - List 1 or 2 ways this week could have been better. How can you act to bring this about?
    - Identify 3 choices you made this week.
    - Whom were you in emphatic agreement or disagreement with this week?
    - What is one thing you wish you had finished this week?
    - What were you proud of yourself for this week?

Unit 11: Multi-Cultural/Multi-Ethnic Awareness

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Closure

OVERVIEW

Ask yourself, "Do members of different cultural or ethnic groups think and act the same way that I do?" Individuals with exposure to only one cultural or ethnic experience can become very narrow in their view of the world. If we remain isolated, and content only to associate with "our own kind," we will lose our ability to appreciate people whose backgrounds might be different from our own. That means we will cut ourselves off from the ethnic diversity which defines the United States. Successful people learn to value the diversity within our American society.

One way to begin recognizing the importance of different cultural heritages, different languages, and different ways of life is to know something about your own background.

- Where did your family come from?
- What circumstances--whether it was in the past couple of years or generations ago--were responsible for your family coming to America?
  If these circumstances were painful, as they were for Africans, what are the lasting effects that we must continue to face?
- What goals and aspirations do people from other cultural and ethnic groups have? Are they any different from your own?

This unit will take an historical look at our society through the mobility of different racial/ethnic/cultural groups. We will proceed by means of the following:

- Identifying on a map the countries of our families' origins.
- Examining how these groups arrived in the U.S. and how much of their native culture remained intact after their arrival.
- Learning how our own families arrived in Oregon.
- Identifying the shared cultural aspects that make up "American culture."
- Identifying positive role models from different ethnic backgrounds.

Thoughts to Ponder

If we cannot end our differences, at least we can help make the world safe for diversity.

John F. Kennedy

Herein lies the tragedy of the age: not that men are poor--all men know something of poverty; not that men are wicked--who is good? not that men are ignorant--what is truth? nay, but that men know so little of men.

W.E.B. DuBois

The longer we live, the more we find we are like other persons.

Anonymous

Don't judge any man until you have walked two moons in his moccasins.

American Indian Proverb

The Law of Raspberry Jam: the wider any culture is spread, the thinner it gets.

Alvin Toffler

To live anywhere in the world today and be against equality because of race or color, is like living in Alaska and being against snow.

William Faulkner

You can't separate peace from freedom because no one can be at peace unless he has his freedom.

Malcolm X

VOCABULARY

1.	***bias***	forming an opinion without information
2.	***customs***	the ordinary ways a group of people usually does things
3.	***culture***	the customs, arts, and beliefs of a group of people
4.	***ethnic***	anything which could describe a particular group of people, such as customs, food, art, and language
5.	***minority***	a group within a country, state, or community that differs in race, religion, or national origin from the major group
6.	***majority***	the largest group with its own customs, language, or religion within a country or state
7.	***role model***	a person whose behavior and accomplishments you admire; it could be a family member, a friend, a teacher, or anyone you respect
8.	***stereotype***	a biased judgment about a person or a group of people
9.	***genealogy***	description of the origins of your family's forebearers
10.	***race***	a way to group people together based on a common inheritance of physical characteristics, history, culture, and beliefs
11.	***diverse***	unlike; varied
12.	***pluralistic***	mixture of people from many different cultural and ethnic backgrounds within one society.

ACTIVITY: THE BIG PICTURE, Part 1

OBJECTIVE: Students will locate identified countries/continents and examine majority and minority populations in the world today.

PROCESS:

1. Discuss this lesson with a social studies or world history teacher. Explain your objectives and ask the teacher to give you a world map, with countries outlined, that you can xerox for your students.
2. Distribute to each student the outline map of the world, and the handout, WORLD POPULATIONS.
3. Give a brief introduction to the use of an atlas and an almanac. Have copies of each available for use during this unit.
4. Have students work in pairs to locate and label the countries/continents on their maps.
5. Then, on the handout, ask students to write each country's total population, the major racial group, and the population of the group.
6. Collect their work to have available for the next activity.

TIME: One class period (preferably in the library)

HANDOUTS/ MATERIALS:

WORLD POPULATIONS
Almanacs, Atlases

HANDOUT: WORLD POPULATIONS

Country/Continent	Total Population	Major Racial Group	Population of Group
AFRICA			
AUSTRALIA			
CANADA			
CENTRAL AMERICA			
CHINA			
EUROPE			
INDIA			
JAPAN			
MEXICO			
MIDDLE EAST (Iran, Iraq, Saudi Arabia)			
RUSSIA			
S.E. ASIA (Cambodia, Thailand, Viet Nam, Laos)			
SOUTH AMERICA			
SOUTH PACIFIC ISLANDS			

ACTIVITY: THE BIG PICTURE, Part II

OBJECTIVE: Students will define "culture," develop a concept of "minorities" and "majorities" in relation to world populations, and they will picture the people who came from the countries/continents researched in the previous activity.

PROCESS:

1. Review the information the students gathered in the previous activity. By looking at the population figures help them realize that if world populations were divided into fifths it would break down approximately to 2/5 Asian, 2/5 people of color (e.g., Black, Hispanic), 1/5 white. Discuss "minority" and "majority" in terms of world population.

2. Have students label a large wall map with the countries/continents for use throughout this unit. If a large wall map is not readily available, have an artistic student draw one for the class.

3. To define "culture," have students brainstorm what they think it might be. Use a dictionary only if it is a recent edition. Help them broaden their definition so that they include but are not limited to: dance, music, rituals, customs, dress, language, food, structures, art. After coming to a common definition of culture, have students list examples of other cultures that we see daily. (A student needing extra credit could design a poster defining "culture.")

4. Have students work in pairs and assign each pair a country/continent to illustrate.

5. For each country assigned, ask students to prepare a collage showing the people and their culture. Have ample travel brochures and magazines for students to use. Provide a background sheet of paper so that all of the collages are the same size.

6. Place the collages on the wall map with a string leading to the country.

THE BIG PICTURE, PART II (cont'd.)

TIME: One class period

HANDOUTS/ MATERIALS: Wall size world map
Magazines, travel brochures, scissors, glue

ACTIVITY: WILL THE REAL AMERICAN PLEASE STAND UP?

OBJECTIVE: Students will identify their country of origin, the reason their ancestors came to the U.S., the components of culture that arrived with them, and how they are identified in the U.S.

PROCESS:

1. Distribute the handout, THE REAL AMERICAN, and have students read the introductory paragraph. Ask them to discuss why this paragraph is true.
2. Allow the students about 15 minutes to work in pairs to complete the handout. Some leading ideas:
   - Be sure to point out the differences between blacks coming to this country and the arrival of other groups.
   - Talk about how people use labels, both positive and negative, to describe people from different cultures. Discuss the effects of negative labels.
   - Ask whether some groups were prevented from bringing certain parts of their culture with them.
3. As a class, have them complete the same chart drawn on butcher paper for display on a bulletin board. While discussing each section, talk about what it means to live in a pluralistic society.
4. Have students write a paragraph or more about something new they learned about themselves and their culture from this activity.

TIME: One class period

HANDOUTS/ MATERIALS:

THE REAL AMERICAN
The handout drawn on butcher paper
Encyclopedia, Atlas, Almanac

HANDOUT: THE REAL AMERICAN

The first "American" civilization as we know it was Native American or, as they have been called historically in this country, "Indians." The first Oregonians were Native Americans. So, if we are not members of, or descendents of, Native American tribes who inhabited the Northwest Territory (the Pacific Northwest), *we came here from someplace else.*

Below are listed some of the places we may have come from. By completing the chart you will have a better understanding of the people who make up America and what contributions their cultures made to "American Culture."

Geographic Areas/ Country of Origin	Majority Race	How/Why They Came to U.S.	Components of Culture They Brought	What They are Called in America
AFRICA				
AUSTRALIA				
CANADA				
CENTRAL AMERICA				
CHINA				
EUROPE				
INDIA				
JAPAN				
MEXICO				
MIDDLE EAST				
RUSSIA				
S.E. ASIA				
SOUTH AMERICA				
S. PACIFIC ISLANDS				

ACTIVITY: U.S.A. TODAY

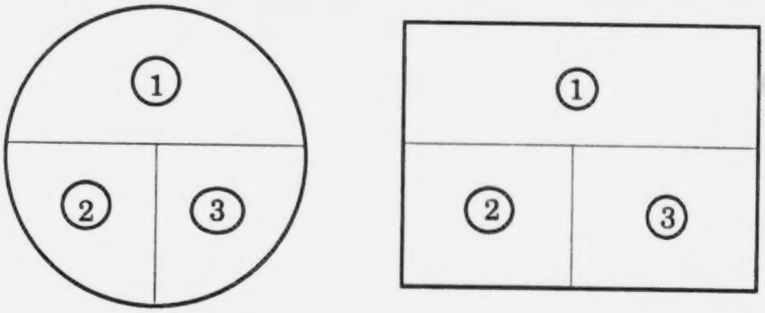
OBJECTIVE: Students will identify cultural contributions made by major racial/ethnic groups in the United States.

PROCESS:

1. Give students the handout, POPULATION (1980 Census) with the population figures for the United States and Oregon.

2. Divide the class into five groups and have each group draw for the racial group they will represent. (African American, Native American, Asian American, Hispanic, and White)

3. Give each student a copy of the Multi-Cultural Calendar available from the school district's office of Multi-Cultural Education. Also give each group travel brochures and a large circle or square to work on (see diagram):



4. Each group is to decorate each section of their circle or square in the following way:
    1. pictures of people and their culture
    2. famous people who are representative of culture
    3. important holidays and events

   (For extra credit some students may want to design their own multi-cultural calendar.)

U.S.A. TODAY (cont'd.)

TIME: One class period

HANDOUTS/ MATERIALS:

POPULATION (1980 Census)
Travel brochures, scissors, glue, magazines
Multi-Cultural Calendar

HANDOUT: POPULATION (1980 Census)

UNITED STATES		OREGON
188,372,000	Caucasian	2,491,000
26,495,000	Blacks	37,100
1,420,400	Native American/Eskimo Aleut	27,300
3,500,400	Asian/Pacific Islanders	34,800
14,609,000	Spanish Origin	65,800

ACTIVITY: OUR AMERICAN CULTURE

OBJECTIVE: Students will learn about a minority group that has made a significant contribution to American culture.

PROCESS: DAY 1

Have students select a person to study from the handout, CONTRIBUTORS TO OUR AMERICAN CULTURE, or let them select someone on their own with your approval. Have students research and take notes on their selection in the library. (You may want to set aside a number of books on reserve.)

DAY 2

From their notes have students write their reports in class. All reports must have at least three paragraphs, and each paragraph must include at least three sentences. The paper should describe the person, the period in which they lived, where they are from, what they are known for, and what specific contribution they made.

DAY 3

Have students make oral presentations on the person they selected.

TIME: Three days

HANDOUTS/ MATERIALS: CONTRIBUTORS TO OUR AMERICAN CULTURE

HANDOUT: CONTRIBUTORS TO OUR AMERICAN CULTURE

SPORTS:

Jim Thorpe
Paul Robeson
Jesse Owens
Wilma Rudolph
Jackie Robinson
Muhammad Ali
Stephen Francis Cosgrove

Flo Hyman
Nancy Lopez
Althea Gibson
Martina Navratilova
Others:____________________
____
____

MUSIC

Duke Ellington
Cab Calloway
Paul Robeson
Dai Keong Lee
Mahalia Jackson
W.C. Handy
Buffy St. Marie
Teresa Carrieno
Diana Ross

Ella Fitzgerald
Lena Horne
Billy Holiday
Josephine Baker
Vickie Carr
Linda Ronstadt
Others:____________________
____
____

HISTORY

Marcus Garvey
Chief Joseph
Chin Ning Yang
Cesar Chavez
Eugenio Maria Dehostos
Sojourner Truth
Sacajawea
Pocahontas
Susette La Flesche

Nancy Ward
Chief Sara Winnemucca
Dolores Huerta
Mary McLeod Bethune
Harriet Tubman
Others:____________________
____
____
____

CONTRIBUTORS TO OUR AMERICAN CULTURE (cont'd.)

ARTS

Romarre Beardon
Isama Noguchi
I.M. Pei
James Van Der Zee
Jacob Lawrence
Elizabeth Catlett
Katherine Dunham
Maria Tallchief
Maria Martinez
Georgia O'Keefe
Others:______________________
____

LITERATURE/LANGUAGE

Paul Robeson
Lin Yutang
Ted Berrigan
Langston Hughes
James Baldwin
W.E.B. DuBois
Gwendolyn Brooks
Maya Angelou
Alice Walker
Phyllis Wheatley
Lorraine Hansberry
Others:______________________
____
____

ACTIVITY: WE ALL CAME HERE FROM SOMEPLACE ELSE

OBJECTIVE: Students will take pride in their cultural/ethnic heritage by interviewing relatives. (Oral Histories)

PROCESS: Since this activity begins as a homework assignment, it should be given at the conclusion of the previous activity. While this assignment is being completed, the next activity can begin during the next class time.

1. Discuss the concept of oral histories. See if students can give examples of stories passed down in their families. Acquire Roots, in both book and video, and use the writing of Roots as an example of someone taking bits and pieces of oral history to put together a story that traces a family's history (genealogy). Some students may, when prompted, remember a recipe, a saying, a superstition, or a song that has been passed down through the generations of their family.

2. Continue the discussion by pointing out that all of our families came to Oregon from someplace else, and many families brought with them pieces of other cultures. Ask students how they might learn more about their own background. Lead into presentation of oral history project.

3. Tell students that their assignment is to interview older family members about why they came to Oregon. Their report should include whom they are interviewing, when that person came to Oregon, why they came, where they came from, what was special about the place they left, and what they may have brought with them from that place.

4. Tell the students their reports should be at least one page long with good sentence and paragraph structure.

5. Give extra credit to those students who are willing to share their report with the class orally.

WE ALL CAME HERE FROM SOMEPLACE ELSE (cont'd.)

TIME	One to two days to write; time for oral reports
HANDOUTS/ MATERIALS:	None

TEACHER NOTES (Oral History)

1. Bring in a sample census form as an example of how the Census Bureau collects information about citizens.

2. The census form could also be a source of questions to use for interviews of relatives.

3. Be sensitive to the fact that the student may have access to only one parent and one side of the family or nobody in their immediate family.

4. Keep it simple--you can easily expand this activity as information and confidence grows. Begin with information about:
    - appearance
    - favorite clothes
    - favorite possession
    - description of favorite activity or hobby or recreation
    - from what did they draw strength? (church, activity, family, etc.)

ACTIVITY: ROLE MODELS/GUEST SPEAKERS

OBJECTIVE: Students will increase their understanding of individual achievements from cultural and ethnic groups other than their own through the use of guest speakers.

PROCESS:

1. Identify community members (within and outside of the school) who represent a variety of cultures and ethnic backgrounds. One purpose of inviting role models is to expose students to career planning by listening to first-hand experiences of successful people. Role models should be willing to share their experiences by explaining the following:
    - The steps they've taken to reach their present positions and how they decided on these steps.
    - Who provided them with help along the way and why.
    - The types of things they have learned about organizational structure and how they have used this knowledge to help them with their own career development.

2. Arrange presentations by these individuals during the regular class period and provide an opportunity for a free exchange with the students.

3. Have the guest speaker give a presentation of 10 to 15 minutes followed by a question/answer period.

4. Stimulate the session(s) by having the students prepare ahead of time a list of about five questions for the presenter.

5. Invite as many speakers as you can fit into the class during this unit.

TIME: One class period

HANDOUTS/ MATERIALS: SUGGESTED QUESTIONS FOR GUEST SPEAKER

HANDOUT: SUGGESTED QUESTIONS FOR GUEST SPEAKER

1. What role models did you have as a young person?
2. Why did you decide to pursue the career in which you are currently working?
3. Have you encountered any ethnic or gender biases or prejudices in your work environment?
4. How have you dealt with intolerance?
5. What advice would you give to students as they begin to encounter individuals representing ethnic/cultural groups other than their own?
6. What surprised you in your initial contact with an individual representing an ethnic/cultural group that was contrary to popular stereotypes?
7. What value is there in learning about other ethnic/cultural groups when there is so much knowledge to be gained from the study of one's own ethnic/cultural traditions?
8. What do you do to be culturally aware and sensitive?

ACTIVITY: WHO AM I?

OBJECTIVE: Students will understand distinctions between race, ethnicity, and culture.

PROCESS:

1. Have students complete the handout, WHO AM I?

2. Share and discuss individual responses. Use student examples and/or those from the Teacher Information Sheet to make the following points:
   - Ethnicity = Ethnic Origin = Nationality or heritage
   - There are usually several ethnic groups represented in a racial group.
   - A cultural group can be of a single nationality, or can include people from different ethnic and racial groups. A cultural group is formed when people in it share these 5 common components:
     -- a language
     -- a set of beliefs
     -- food
     -- dress
     -- customs or rituals

   Example: Youth can be considered a cultural group all their own.

3. Continue class discussion with a focus on this school:
   - What racial, ethnic, and cultural groups are represented in our high school?
   - How does that enrich life at our school?
   - What can we learn from each other?

TIME: One class period

HANDOUTS/ MATERIALS:

WHO AM I?
Examples of Racial, Ethnic, and Cultural Groups
(for the teacher)

HANDOUT: WHO AM I?

My Ethnic Origin	
My Mother's Heritage (Her parents, grandparents, etc.)	
My Father's Heritage (His parents, grandparents, etc.)	
Ethnic Foods I Eat That My Ancestors Ate	
Special Ethnic Holidays that I Celebrate	
Ethnic Songs and Dances I Know	
Ethnic Games I Play	
Ethnic Clothing I Wear on Special Days	
Languages I Speak or Read	

Adapted from: Northwest Regional Educational Laboratory, Research and Development Program for Indian Education.

TEACHER NOTES: EXAMPLES OF RACIAL, ETHNIC, AND CULTURAL GROUPS

BLACKS	African (Nigerian, Ethiopian, Kenyan, etc.) Jamaican	
SPANISH SPEAKING (Hispanic)	Spanish Mexican Puerto Rican Bolivian	
ASIAN/PACIFIC ISLANDERS	Japanese Chinese Hawaiian Chamorro	Filipino Laotian Cambodian
NATIVE AMERICAN/AM. INDIAN	Alaska Natives: Eskimos, Aleuts, Athabascan, etc. American Indians: Navajo, Nez Perce, Sioux, Chippewa, Klamath, etc.	
CAUCASIAN (White)	Irish Swedish English	Italian Russian French

*Not all ethnic groups fit neatly into a racial group. Example: Tibetans, Egyptians, Indians from India, Maoris from Australia

ACTIVITY: WORD JUMBLE

OBJECTIVE: Students will play with words related to multi-cultural/multi-ethnic awareness.

PROCESS:

1. Distribute handout WORD JUMBLE.
2. The task is to unscramble the letters so each is a word related to this unit.
3. This activity could be done as a team competition, the winner being the first team to unjumble the words correctly.
4. A follow-up activity can be for the students to create their own word jumbles.

TIME: 10 to 15 minutes

HANDOUTS/ MATERIALS: WORD JUMBLE

HANDOUT: WORD JUMBLE

1. absi______________________________
2. uultcre______________________________
3. thenic______________________________
4. tyminior______________________________
5. upopltiona______________________________
6. steeropyte______________________________
7. stucom______________________________
8. care______________________________
9. ounctry______________________________
10. sthiory______________________________

JOURNALS

Ideally, each of you will be writing in your journal on a regular basis, at least once or twice a week. This should be "free writing," that is, writing for about five or ten minutes straight about whatever comes to your mind.

If you need some ideas to get you going during this unit, here are some suggestions. Try to write at least two paragraphs for each item you choose to complete. A complete paragraph includes an introductory sentence, about three or more sentences, and then a concluding sentence.

- Write about a part of the community where you feel you "belong." Why do you feel you "belong" there? What do you get from it? What do you give to it?
- I am proud of my ethnic background because:
- It is interesting to live in a pluralistic society because:
- Ethnic stereotyping has affected my life because:

CLOSURE

Closure is an important part of learning. Ending each unit with a structured activity will: 1) reinforce what was learned in the unit; 2) illustrate how the concepts can be applied to one's life; 3) make connections between previous and future learning; and 4) clear the air to start a new topic. A quick wrap-up activity will create a sense of completion which, for many, is followed by feelings of success.

Suggestions:

1. Discuss any or all of these questions:
   - What were the main ideas in this unit?
   - What did you like best/least about this unit?
   - What did you learn in this unit that will have a lasting influence on you?
   - What about this unit will you remember 5 years from now?
   - What about this unit would you want to teach to a friend?

   Alternatively, students could write their responses to the above questions.

2. Ask students to complete this sentence and elaborate for a few paragraphs: Now that we have finished this unit on *Multi-Cultural / Multi-Ethnic Awareness*, I am different in these ways:

3. Ask students to think about how the ideas in this unit are connected to the ideas in previous units. Discuss this as a group.

4. Review the vocabulary words that you taught at the beginning of the unit, and talk with students about ways they can incorporate these words into their daily working vocabulary.

5. Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.

6. Ask students to write answers to the following questions:
   - What was the high point of this week?
   - List 1 or 2 ways this week could have been better. How can you help bring this about?
   - Identify 3 choices you made this week.
   - Whom were you in emphatic agreement or disagreement with this week?
   - What is one thing you wish you had finished this week?
   - What made you feel proud of yourself this week?

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7. Roadside Maintenance
8. A Traveler's Guide to Success -- Autobiography
9. Word Jumble

Journals

Closure

OVERVIEW

In this unit you will reflect on your life and create an autobiography using the metaphor of travel. This will require that you review much of what you have learned so far in this class.

In one activity you will cite details from your past as well as what you are learning during the current year, and then you will focus on your future plans.

As you know, many young people choose not to finish high school. You will directly confront the problem of dropping out, and then you will re-examine how you relate to others and what resources are available to you as you pursue your goals. Learning self-evaluation and self-improvement techniques will allow you to continue to learn as you grow and develop.

Finally, you will have a chance to compile all your work into an autobiography that presents you as a student, a pursuer of goals, and a well-rounded human being.

Thoughts to Ponder

Everybody is ignorant, only on different subjects.
Will Rogers

It is better to wear out than to rust out.
Richard Cumberland

Any place I hang my hat is home.
Johnny Merus

Please all and you will please none.
Aesop

We are what we pretend to be, so we must be careful about what we pretend to be.
Kurt Vonnegut

To live is to be slowly born.
Antoine de Saint-Exupery

I'm not happy, I'm cheerful. There's a difference. A happy woman has no cares at all. A cheerful woman has cares but has learned how to deal with them.
Beverly Sills

Don't compromise yourself. You are all you've got.
Janice Joplin

VOCABULARY

1. ***autobiography***	the story you write about your whole life
2. ***capable***	being able to do something
3. ***compassion***	feeling like you want to help someone who feels bad or is in a bad situation
4. ***maintenance***	continuing or carrying on something
5. ***destination***	the place or point to which someone or something is going or directed
6. ***itinerary***	the route you take on a journey
7. ***dropout***	someone who leaves school before graduation
8. ***family tree***	all the ancestors and descendants of a family
9. ***realistic***	what is within your power to achieve, taking account of both your strengths and weaknesses

ACTIVITY: THE ROAD I'VE TRAVELED -- MY EARLY YEARS

OBJECTIVE: Students will become more aware of their own histories and they will understand the relationship between early events and later attitudes.

PROCESS:

1. Distribute the handout, MY FAMILY TREE. Have students fill in the last entry now, "My Earliest Memory." Ask them to think back to the earliest thing they can remember, no matter how vague.

2. When everyone has written this, divide the class into groups of 3 or 4 to share their responses. Explain that it is said that your earliest memory has a lot to do with how you view life later on. Ask students to share with their groups what they think their memories show about how they view life. Urge group members to help find the connection if they have difficulty.

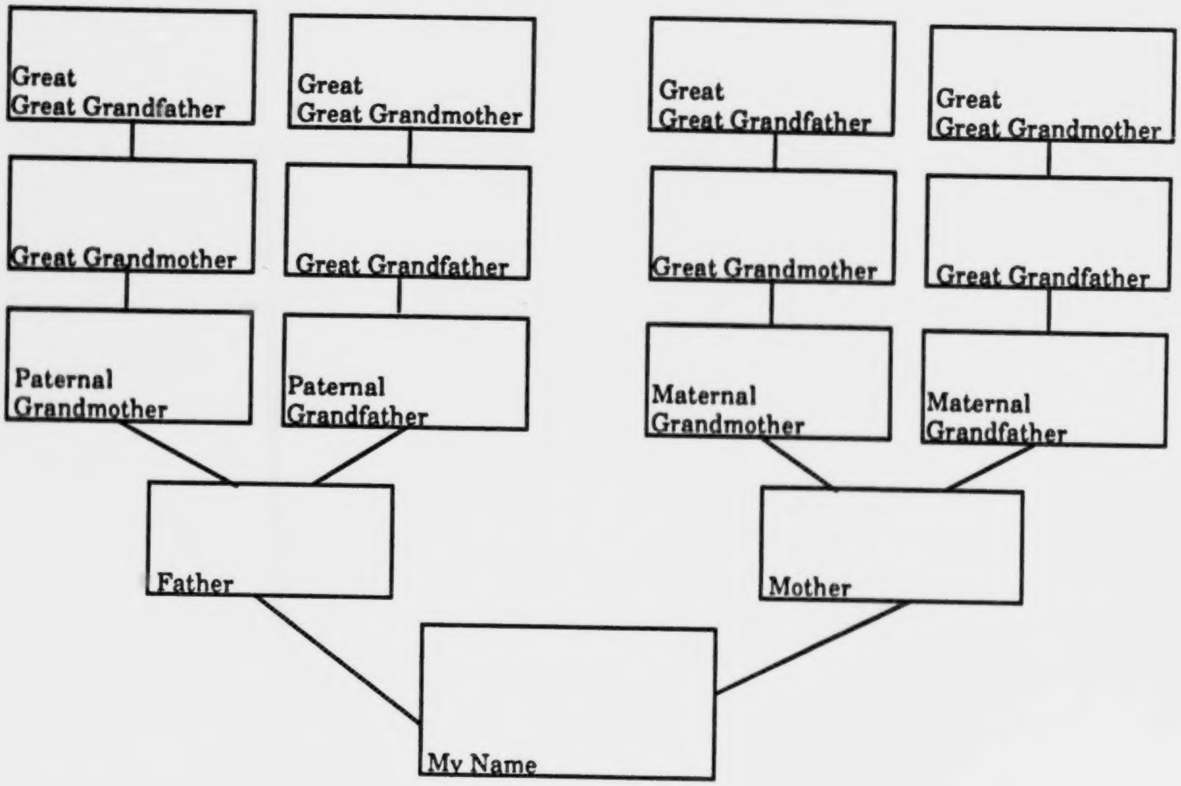
3. Ask students to take these home with them and fill out as much as they can with their family's help.

4. When they return the completed Family Tree, save it for their autobiographies.

TIME: 25 minutes

HANDOUTS/ MATERIALS: MY EARLY YEARS

HANDOUT: MY FAMILY TREE


Great Great Grandfather
Great Great Grandmother
Great Great Grandfather
Great Great Grandmother
Great Grandmother
Great Grandfather
Great Grandmother
Great Grandfather
Paternal Grandmother
Paternal Grandfather
Maternal Grandmother
Maternal Grandfather
Father
Mother
My Name

Full Name Given at Birth:____

Birth Place:____

Birth Date:____

Time of Birth:____

My First Words Were:____

My Favorite Toy Was:____

My Earliest Memory Is:____

ACTIVITY: THE ROAD I'VE TRAVELED -- MY SCHOOL YEARS

OBJECTIVE: Students will appreciate the significance of their lives while in elementary school.

PROCESS:

1. Distribute the handout, MY SCHOOL YEARS. Instruct students to fill it out as best as they can, remembering it refers only to kindergarten through 8th grade.
2. When they are finished, ask students to try to imagine that it is the year 2007. They are so successful now that they have been invited to return to the middle school they attended to give a speech to the graduating class. They are to write a speech about how these graduates can assure themselves of a successful future. The final copy should be headed in the following way:

   GRADUATION SPEECH
   YEAR: 2007
   SCHOOL:____________

   If you wish, have them read their speeches to the class.
3. Both MY SCHOOL YEARS handout and the graduation speech should be collected and saved for their autobiographies.

TIME: 35 to 45 minutes

HANDOUTS/ MATERIALS: MY SCHOOL YEARS

HANDOUT: MY SCHOOL YEARS

Schools attended:

Favorite subjects:

Favorite teachers:

Best friends:

Sports I participated in:

Other activities:

FIRST GRADE: Scariest moment --

SECOND GRADE: Favorite TV show --

THIRD GRADE: Most hated food --

FOURTH GRADE: Greatest hero --

FIFTH GRADE: Best Friend --

SIXTH GRADE: Happiest moment --

SEVENTH GRADE: Best movie --

EIGHTH GRADE: Favorite song --

ACTIVITY: THE ROAD I'VE TRAVELED -- MY FIRST YEAR IN BRIDGE

OBJECTIVE: Students will review highlights of the previous summer, and they will realize that they have already applied much of what they have learned in the BRIDGE program.

PROCESS:

1. Distribute the handout, MY FIRST YEAR IN BRIDGE. Instruct students to fill it out carefully.
2. Keep for their autobiographies.

TIME: 25 minutes

HANDOUTS/ MATERIALS: MY FIRST YEAR IN BRIDGE

HANDOUT: MY FIRST YEAR IN BRIDGE

LAST SUMMER

STEP Teachers:____

____

STEP Classes:____

____

Job:____

____

Friends I Made:______________________________________

____

The Best Part of the Summer:______________________________

____

The Worst Part of the Summer:_____________________________

____

THIS SCHOOL YEAR

What I have learned about myself:__________________________

____

A responsibility I have taken on:__________________________

____

A decision I have made:________________________________

____

MY FIRST YEAR IN BRIDGE (cont'd.)

Something I have learned to appreciate about my culture or somebody else's:

A conflict I have resolved satisfactorily:

A time when I communicated well with someone else:

A situation where I put my leadership abilities to good use:

What I can do right now to enhance my chances of getting into the career I want:

What my classmates have taught me:

A realistic goal I have set for myself:

A time management technique that has helped me out:

ACTIVITY: MAPPING THE JOURNEY AHEAD

OBJECTIVE: Students will think about their plans for the future, including ideas about family, leisure, and where they want to live.

PROCESS:

1. Distribute the handout, MAPPING THE JOURNEY AHEAD. Ask students to fill them out in the following way:
   - DESTINATION: Write the career in which they are most interested.
   - ITINERARY: List the goals to be set along the way such as education, apprenticeships, jobs.
   - TRAVEL COMPANIONS: Who will be with them? Do they want to marry? Have children? How many? When?
   - ROADSIDE ATTRACTIONS: What recreational interests or hobbies do they plan to pursue?

2. In the space at the bottom they should put a map of the area where they want to live, photocopied from an atlas or map or drawn by the student.

3. With a polaroid camera, take pictures of each student dressed as they would be for the career they chose, or with the tools of that trade. Students can then cut out the pictures of themselves and paste them onto the map.

4. Keep for their autobiographies.

TIME: 20 to 30 minutes

HANDOUTS/ MATERIALS: MAPPING THE JOURNEY AHEAD

HANDOUT: MAPPING THE JOURNEY AHEAD

DESTINATION:

ITINERARY:

TRAVEL COMPANIONS:

MAPPING THE JOURNEY AHEAD (cont'd.)

ROADSIDE ATTRACTIONS:

MY GEOGRAPHY:

ACTIVITY: BRIDGE OVER TROUBLED WATERS

OBJECTIVE: Students will know what the current dropout rate is and some of the causes and effects.

PROCESS:

1. Start out by telling students that one out of four young people in the United States does not graduate from high school. Ask them to find out what the current dropout rate in this city is.
2. Have them brainstorm all the reasons they can think of that young people drop out. Write all the reasons on the board as they are given. Assist them when necessary.
3. After the list is finished, have another brainstorm session. This time list all possible results of dropping out--effects on the individual and effects on the community.
4. Now ask students to write a short essay addressing the dropout problem. Why is it a problem? Might it be a problem for them? How can they keep it from happening? Whose responsibility is it? How much responsibility is the community's, the school's, the family's, the student's?
5. Save the final copies for the autobiography.

TIME: 35 minutes

HANDOUTS/ MATERIALS: None

ACTIVITY: HELP ALONG THE WAY

OBJECTIVE: Students will understand that although they are ultimately responsible for their own happiness and progress, there are many people who can be good resources for them.

PROCESS:

1. Distribute the handout, HELP ALONG THE WAY. Instruct students to fill it out completely.
2. Discuss with the class that although we are all responsible for our own actions, we are not in this alone. We all should feel comfortable asking for guidance and assistance when we need it. How would you feel if a good friend needed help but was afraid to ask?
3. Keep the completed handout for their autobiographies.

TIME: 15 minutes

HANDOUTS/ MATERIALS: HELP ALONG THE WAY

HANDOUT: HELP ALONG THE WAY

When you get discouraged, whom do you go to for encouragement?________________

When you have a great idea, who will support you?________________________

Whom do you look up to in the career in which you are most interested?____________
____

Roles you play that you like:____
Roles you play that you don't like:______________________________________

Whom do you look up to who has a life style you would like to have?______________

Whom else do you see as positive role models?______________________________

Who is always there when you need help with school?________________________

Whom do you trust the most at your job?__________________________________

What qualities do you have that help you get along with people in the work world?
____
.....in school?____
.....with family?____
.....with friends?____

Who can you talk to when things are going wrong in your life?__________________

What community resources could be helpful sometimes?______________________
____

With whom have you shared your happiest times?__________________________
Describe those times:____
____

Who is the one person who is ultimately responsible for everything you do?__________.

ACTIVITY:	ROADSIDE MAINTENANCE
OBJECTIVE:	Students will rate themselves in many different areas of self-awareness, and they will begin a self-improvement process.

PROCESS:

1. Distribute the handout, ROADSIDE MAINTENANCE I. Ask students to fill them out according to directions.
2. When they are finished, instruct students to select 5 things from the list that they would like to improve. For each, have them discuss in small groups the ways these 5 problem areas interfere in their lives. Now ask them to narrow it down to one thing they would like to change, and they will use the next handout to work on it.
3. Instruct students to complete the handout, ROADSIDE MAINTENANCE II. These should be reinforced at a later time by meeting in small groups or by using them during goal-setting sessions.
4. Keep both handouts for their autobiographies.

TIME: 20 to 25 minutes

HANDOUTS/ MATERIALS:

ROADSIDE MAINTENANCE I
ROADSIDE MAINTENANCE II

HANDOUT: ROADSIDE MAINTENANCE I

Rate yourself in the following areas. The lowest score is 1, the highest is 10. Circle the one that suits you best.

		Low									High
1.	Relationship with brothers and sisters	1	2	3	4	5	6	7	8	9	10
2.	Relationship with mother	1	2	3	4	5	6	7	8	9	10
3.	Relationship with father	1	2	3	4	5	6	7	8	9	10
4.	Ability to be a good friend	1	2	3	4	5	6	7	8	9	10
5.	Friendliness	1	2	3	4	5	6	7	8	9	10
6.	Ability to handle rejection	1	2	3	4	5	6	7	8	9	10
7.	Tendency to become nervous	1	2	3	4	5	6	7	8	9	10
8.	Ability to control my temper	1	2	3	4	5	6	7	8	9	10
9.	Dependability	1	2	3	4	5	6	7	8	9	10
10.	Honesty	1	2	3	4	5	6	7	8	9	10
11.	Ability to take orders	1	2	3	4	5	6	7	8	9	10
12.	Likeable	1	2	3	4	5	6	7	8	9	10
13.	Smart	1	2	3	4	5	6	7	8	9	10
14.	Happiness	1	2	3	4	5	6	7	8	9	10
15.	Respectful of others' ideas	1	2	3	4	5	6	7	8	9	10
16.	Physically fit	1	2	3	4	5	6	7	8	9	10
17.	Willing to learn	1	2	3	4	5	6	7	8	9	10
18.	Ability to solve problems	1	2	3	4	5	6	7	8	9	10
19.	Popularity	1	2	3	4	5	6	7	8	9	10
20.	Patience	1	2	3	4	5	6	7	8	9	10
21.	Cleanliness	1	2	3	4	5	6	7	8	9	10
22.	Organization	1	2	3	4	5	6	7	8	9	10
23.	Ability to communicate	1	2	3	4	5	6	7	8	9	10
24.	Good listener	1	2	3	4	5	6	7	8	9	10
25.	Leadership skills	1	2	3	4	5	6	7	8	9	10
26.	Good student	1	2	3	4	5	6	7	8	9	10
27.	Ability to accept criticism	1	2	3	4	5	6	7	8	9	10
28.	Good dresser	1	2	3	4	5	6	7	8	9	10
29.	Sense of humor	1	2	3	4	5	6	7	8	9	10
30.	Compassion	1	2	3	4	5	6	7	8	9	10

HANDOUT: ROADSIDE MAINTENANCE II

1. What is a problem that is getting in your way?

2. Why would you like to change this?

    a.

    b.

3. What do you think are some causes of the problem?

    a.

    b.

    c.

4. List all the ways you can possibly think of to change this.

ROADSIDE MAINTENANCE II (cont'd.)

5. What is the most realistic method of change you could use?

6. What would be the easiest?

7. Which would assure the best results?

8. Write down the two methods you think would be best.

Give them a try! Good Luck!

Adapted from: Hooker, Dennis. Me and Others. Educational Design Inc. NY. 1976.

ACTIVITY: A TRAVELER'S GUIDE TO SUCCESS--AUTOBIOGRAPHY

OBJECTIVE: Students will appreciate how full their lives have been so far, and they will express a sense of their own worth.

PROCESS:

1. Take a picture of each student with as happy and confident a pose as possible. Students should then mount their pictures on 8-1/ 2"x11" paper, the color of their choice.

2. Instruct students to compile their work (mostly from this unit, but some from other units) in the following order:
   - MY EARLY YEARS
   - MY SCHOOL YEARS
   - GRADUATION SPEECH
   - MY FIRST YEAR IN BRIDGE
   - MAPPING THE JOURNEY AHEAD
   - THE WINNING RESUME (Career Goals Unit)
   - Essay on dropping out from BRIDGE OVER TROUBLED WATERS
   - HELP ALONG THE WAY
   - ROADSIDE MAINTENANCE I
   - ROADSIDE MAINTENANCE II
   - Picture taken as part of this activity

3. Bind with colored paper and brackets and with a cover. Allow students time to decorate the cover and name their autobiographies.

4. Students should be urged to keep their autobiographies, as sometime in the future it will be interesting for them to look back and see what they thought and felt at this point in their lives. This is an important time for them and their autobiographies are good summaries of their thoughts and feelings.

A TRAVELER'S GUIDE TO SUCCESS -- AUTOBIOGRAPHY (cont'd.)

TIME:	20 to 30 minutes
HANDOUTS/ MATERIALS:	Camera and film, colored paper, 3-hole punch, felt pens, brackets

ACTIVITY: WORD JUMBLE

OBJECTIVE: Students will play with words related to Me, Myself, and I.

PROCESS:

1. Distribute handout WORD JUMBLE.
2. The task is to unscramble the letters so each is a word related to this unit.
3. This activity could be done as a team competition, the winner being the first team to unjumble the words correctly.
4. A follow-up activity can be for the students to create their own word jumbles.

TIME: 10 to 15 minutes

HANDOUTS/ MATERIALS: WORD JUMBLE

HANDOUT: WORD JUMBLE

1. pableca______________________________
2. aintainm______________________________
3. easonr______________________________
4. biograutoaphy__________________________
5. vcationalo______________________________
6. rtee________________________________
7. oolchs______________________________
8. slefmy______________________________
9. geanch______________________________
10. gidbre______________________________

JOURNALS

Ideally, each of you will be writing in your journal on a regular basis, at least once or twice a week. This should be "free writing," that is, writing for about five or ten minutes straight about whatever comes to your mind.

If you need some ideas to get you going during this unit, here are some suggestions. Try to write at least two paragraphs for each sentence you choose to complete. A complete paragraph includes an introductory sentence, about three or more sentences, and then a concluding sentence.

- How I feel about myself right now is:
- Nobody is good at everything, but one thing I am good at is:
- One way I have changed this year is:
- A decision I made that was hard to stick to, but that I did stick to was:
- What I can do right now to enhance my chances to get into the career I want:
- Something my classmates have taught me:
- A realistic goal I have set for myself for this year is:

CLOSURE

Closure is an important part of learning. Ending each unit with a structured activity will: 1) reinforce what was learned in the unit; 2) illustrate how the concepts can be applied to one's life; 3) make connections between previous and future learning; and 4) clear the air to start a new topic. A quick wrap-up activity will create a sense of completion which, for many, is followed by feelings of success.

Suggestions:

1. Discuss any or all of these questions:
    - What were the main ideas in this unit?
    - What did you like best/least about this unit?
    - What did you learn in this unit that will have a lasting influence on you?
    - What about this unit will you remember 5 years from now?
    - What about this unit would you want to teach to a friend?

    Alternatively, students could write their responses to the above questions.

2. Ask students to complete this sentence and elaborate for a few paragraphs: Now that we have finished this unit on *Me, Myself, and I*, I am different in these ways:

3. Ask students to think about how the ideas in this unit are connected to the ideas in previous units. Discuss this as a group.

4. Review the vocabulary words that you taught at the beginning of the unit, and talk with students about ways they can incorporate these words into their daily working vocabulary.

5. Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.

6. Ask students to write answers to the following questions:
    - What was the high point of this week?
    - List 1or 2 ways this week could have been better. How can you help bring this about?
    - Identify 3 choices you made this week.
    - Whom were you in emphatic agreement or disagreement with this week?
    - What is one thing you wish you had finished this week?
    - What made you feel proud of yourself this week?

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OVERVIEW

The focus of this unit has two parts:

- Understanding and breaking down stereotypes
- Exploring nontraditional activities that interest you in school and at work

We all play many roles in life. Being a student is a role. You may also be a brother or a sister or an athlete. At work you may be a day care worker or a file clerk or an animal caretaker. "Traditional roles" mean that you're expected to do things a certain way because of a long history of things being done that way, or that you're expected to do a certain kind of work because many people *like* you work in that kind of job. Feeling like you "have to" do a certain type of work can really trap you, at school or on the job.

Traditional roles come about because of the stereotypes we have about those roles. A stereotype is an oversimplified notion about a group of people that comes from what you know to be true about only a few people in that group. (Examples: Blacks are good athletes; girls whine and whimper; math majors are nerds.) Stereotyping is not good because it means that a label is applied to other individuals to judge how they should be. (Examples: William is expected to be a good athlete because he's Black; Lisa is going to whine if we let her join our group; Carlos must be a nerd because he likes math.)

There are many ways to pass on stereotypes without even knowing it--by the language you use, the jokes you tell, and the kinds of activities to which you invite others to participate.

By understanding and working to break down stereotypes, you will gain a greater acceptance of what's "okay" for others and more freedom to pursue what feels "okay" for you. Additionally, nontraditional jobs often pay better for females--and offer more chances for you to do something that fits with who you really are inside.

Thoughts to Ponder

If the shoe fits, you're not allowing for growth.
Anonymous

If you argue for your limitations, sure enough they will become yours.
Richard Bach

Sometimes it feels like holding on to something is what makes you stronger. Sometimes it's letting go.
Anonymous

If you can't find happiness in yourself, it is impossible to find it somewhere else.
Agnes Repplier

We only become what we are by the radical and deep-seated refusal of that which others have made of us.
Jean-Paul Sartre

A tradition without intelligence is not worth having.
T.S. Eliot

Custom is the guide of the ignorant.
English Proverb

VOCABULARY

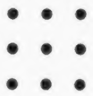
1. *discrimination*	treating people badly because they are different from you, for example in age, sex, race, or job
2. *equity*	treating people fairly and with respect regardless of their age, sex, race, or job
3. *nonsexist*	treating men and women with equity
4. *nontraditional*	doing something, usually a certain type of work, that you, or people like you, normally do not do
5. *perspective*	how you see or understand something; a certain viewpoint
6. *options*	choices or opportunities that are available to you
7. *victim*	someone who is treated unfairly by someone else, or by circumstances
8. *myth*	a story, usually not based on fact, which is used to explain something
9. *prejudice*	forming an opinion about someone, or disliking other people, before you get to know them
10. *survey*	to examine something carefully; a detailed investigation

ACTIVITY: BREAKING DOWN TRADITIONAL THINKING PATTERNS

OBJECTIVE: Students will understand that changing one's perspective can be a positive thing, and that changing long-standing habits can be uncomfortable at first.

PROCESS:

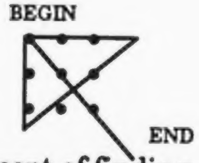
1. Nine Dots Puzzzle: Draw nine dots on the board in the pattern shown here.



Have students draw the same configuration on a piece of paper.

Have students try to connect all nine dots with four straight lines and without taking their pencils off their papers. Have them work on this puzzzle individually; if necessary, reassure them that it can be done. Have students who think they have a solution come up and show it on the board.

Solution:



2. Discuss the concept of finding new perspectives and breaking a traditional mind-set. Questions might include:
   - Was it easy or hard for you to see the puzzle in a different way? Why?
   - Why don't more people think about going outside the boundaries to solve the puzzle?
   - When in your experience have you found new alternatives by looking at a situation differently?
   - Discuss the importance of looking at things in new ways when what you're "used to" isn't working.
   - Draw the connection that breaking down stereotypes involves looking at people in new ways, with new attitudes.

BREAKING DOWN TRADITIONAL THINKING PATTERNS (cont'd.)

3. To illustrate how change can be uncomfortable at first, have students clasp their hands and notice which thumb is on top. Then have them clasp their hands so the opposite thumb is on top, and ask them how it feels. They will all have one way that is more natural--that they do without even thinking. This exercise can also be done by folding the arms across the chest and noticing which arm is on top. Again, reversing that natural movement will feel uncomfortable.

Note: This activity can be expanded to include other puzzles and riddles designed to help students break traditional mind sets. Materials from Project EQUALS are particularly good sources.

TIME: 15 to 20 minutes

HANDOUTS/ MATERIALS: None

Source: Northwest EQUALS, c/o Portland State University, P.O. Box 1491, Portland, OR 97207 (phone: (503) 464-3045)

ACTIVITY: ONE POTATO, TWO POTATO

OBJECTIVE: Students will become more aware of stereotyping by gender, race, age, or physical condition.

PROCESS:

1. Acquire one potato for each student in the class. Display the potatoes on the floor or on a table. Ask students to pick out one potato and take it back to their desks.

2. Explain that each potato represents a person and that students should get acquainted with their potato. Each one is unique and special while at the same time it shares many characteristics with others.

3. Students should each give their potato a name. Then have the students determine the following characteristics about their potatoes: sex, race, age, career, physical condition, something interesting that happened to it. This information can be recorded on the handout, MY POTATO.

4. Ask students to place their potatoes in a pile at the front of the room when they are ready to share. Then have each student retrieve his or her potato and introduce it to the rest of the class. As students talk about their potatoes, the teacher may wish to graph or tally the information about sex, race, age, etc. of the students' potatoes.

5. Discuss the images presented by students of their potatoes:
   - Were the potatoes predominantly one sex, race, or age?
   - Were they the same sex, race, or age as their "owners"?
   - Where any of the potatoes disabled or handicapped in any way?
   - Does the diversity of the potato images match that of the diversity of people in the world?
   - How are those potatoes and people similar or different?

ONE POTATO, TWO POTATO (cont'd.)

TIME:	25 minutes
HANDOUTS/ MATERIALS:	one potato for each student MY POTATO

Adapted from: Working for Equity: Selected Lesson Plans for Elementary Teachers. Center for Sex Equity, Northwest Regional Educational Laboratory. N.D.

HANDOUT: MY POTATO

My potato's name is ______________________________

My potato's sex is ______________________________

My potato's age is ______________________________

My potato's race is ______________________________

My potato's job or career is ______________________________

My potato's physical characteristics are ______________________________

____

____

Some interesting things that have happened to my potato are ______________

____

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ACTIVITY: GENERATING STEREOTYPES

OBJECTIVE: Students will understand how limiting it can be to judge people based on stereotypes.

PROCESS: Sometime before beginning this activity put up eight or ten large pieces of newsprint on your classroom walls.

1. Ask students to name different groups of people about whom we have stereotypes, and list them on the board. The list should include at least:

   - Whites
   - Blacks
   - Asians
   - Hispanics
   - Native Americans
   - Elderly
   - Men
   - Women
   - Disabled

   Do the same thing for different roles that have strong stereotypes associated with them, such as:

School Roles	Work Roles
Athlete	Secretary
Cheerleader	Company President
Art or Drama major	Custodian
Math major	Computer Specialist

2. Pick eight or ten of the groups and write one on each piece of newsprint taped up around the room.

3. Ask students to circulate about the room, and on each piece of newsprint, write a word or a phrase that describes the stereotype for that group. Emphasize that each student should write something on each piece of newsprint. Use STEREOTYPES *(for the teacher)* to give examples, but do not distribute it.

4. After about 10 minutes, discuss the stereotypes they wrote and remind them that these are stereotypes, not actual descriptions of people!!

GENERATING STEREOTYPES (cont'd.)

5. Discuss the activity, including:
    - How easy or hard it was to generate specific details for each stereotype. Usually the first three or four things come easily/quickly and then the mind goes blank; this only reinforces the notion that stereotypes are oversimplified judgments and are damaging.
    - How does the stereotyping of different groups, and the work roles we associate them with, limit you if you are interested in something that is nontraditional? What can you do at school and at work to increase options and decrease limitations?

6. Ask students to give examples of TV shows, movies, or advertisements that depict some of these stereotypes.

TIME:	One class period
HANDOUTS/ MATERIALS:	Newsprint, masking tape, magic markers STEREOTYPES *(for the teacher)*

TEACHER NOTES: STEREOTYPES

Following are lists of female and male stereotypes from Guidelines for Selecting Bias-Free Textbooks and Storybooks (Council on Interracial Books for Children) for these groups: men and women, Afro-Americans, Asian Americans, Hispanic Americans, Native Americans, disabled people, and older people.

Men and Women

Female Stereotypes	Male Stereotypes
passive	active
frightened	brave
weak	strong
gentle	rough
giving up easily	competitive
unoriginal	inventive
silly, illogical	intelligent, logical
shrewish, nagging	quiet, easygoing
confused	decisive, problem-solving
neat	messy
short	tall
inept	mechanical
dependent	independent
follower, conformer	leader, innovator
controlling anger	expressing anger
emotional	unemotional
playing or working indoors	playing or working outdoors
concerned about appearance	unconcerned about appearance
as parent, nurturing children	as parent, playing with children
having innate need for marriage and motherhood	having innate need for adventure

STEREOTYPES (cont'd.)

Afro-Americans

Female Stereotypes

the big-bosomed "mammy," loyal to whites
the big, bossy mother or maid--commander of the household
the sexy temptress
the stupid, but sweet, little girl
the tragic mulatto

Male Stereotypes

the shuffling, eye-rolling, fearful, superstitious comic
the gentle, self-sacrificing older man
the athletic super-jock
the smooth-talking con man
the super-stud
the stupid, but comical, little boy
the rough, dangerous criminal
the loudly-dressed, happy-go-lucky buffoon
the exotic primitive

Asian Americans

Female Stereotypes

sweet, well-behaved girl
sexy, sweet "China Doll"
sexy, evil "Dragon Lady"
overbearing, old-fashioned grandmother

Male Stereotypes

smiling, polite, and small
servile, bowing
bucktoothed and squinty-eyed
mystical, inscrutable, and wise
expert in martial arts
exotic foreigner
sinister, sly
places no value on human life
model minority, who worked hard and "made it"
super-student

STEREOTYPES (cont'd.)

Native Americans

Female Stereotypes

heavyset, workhorse "squaw"
"Indian princess" (depicted with European features and often in love with a white man for whom she is willing to sacrifice her life)

Male Stereotypes

savage, bloodthirsty "native"
stoic, loyal follower
drunken, mean thief
drunken comic
hunter, tracker
noble child of nature
wise old chief
evil medicine man
brave boy, endowed by nature with special "Indian" qualities

Disabled People

Female Stereotypes

"hunchbacked" old crone
blind witch
pitiful blind girl
pitiful, little "cripple"
sexless, sad creature
victim of violence
evil witch with a cane
self-pitying whiner

Male Stereotypes

evil blind man with unnatural powers
village "idiot"
evil "peg-leg" or "hook-arm"
pitiful paraplegic
ugly "hunchback"
happy "moron"
deaf and "dumb" sad character
super-"cripple"
pitiful, little "cripple"
childlike dwarf
"insane" criminal
one-eyed pirate
"hard of hearing" crank

STEREOTYPES (cont'd.)

Older People

Female Stereotypes

- rocking in a chair
- boring and old fashioned
- frumpily clothed
- stubborn
- meddling in family affairs
- asexual
- knitting all day
- ugly old shrew
- wicked witch
- sad and helpless

Male Stereotypes

- hard of hearing
- walking with a cane
- forgetful
- rocking in a chair
- blank faced with bent body
- wearing baggy clothes
- asexual
- cruel and frightening
- all wise and patient

Adapted from: Guidelines for Selecting Bias-Free Textbooks and Story Books. Council on Interracial Books for Children. N.D.

ACTIVITY: JOB PANTOMIME

OBJECTIVE: Students will increase their awareness of job stereotyping based on gender, race, ethnicity, or role expectations.

PROCESS:

1. Develop a list of jobs/careers that are usually stereotyped. You can do this before you teach this lesson, or you can have the students generate a list as the first step in this activity. Refer to the handout, SAMPLE JOB LIST. Examples of stereotypes:
   - gender: Men are doctors; women are nurses.
   - race: Hispanics are migrant workers; Blacks are custodians.
   - role: Dancers are feminine and overly expressive; Chemists are quiet, introverted and wear glasses.

2. Distribute the list to the entire class or write the individual jobs on cards. Divide class into two groups or teams.

3. Pick a student and point to one of the jobs on the list or have them pick a card. Have that student act out the job and have other students guess it. You may want to review the rules of charades, such as no talking. Keep track of the time it takes for teams to guess the occupations.

4. Discuss the activity. Sample questions might include:
   - Did you notice anything unusual about the jobs acted out?
   - What was the stereotype that clued you in?
   - Could the job be done by somebody who did not fit the stereotype?
   - Could you picture yourself doing it?

   Make the point that being of a certain race or ethnic background, or being male or female, does not prevent a person from doing and enjoying something usually associated with a different group.

JOB PANTOMIME (cont'd.)

TIME:	One class period
HANDOUTS/ MATERIALS:	SAMPLE JOB LIST

Adapted from: Working for Equity: Selected Lesson Plans for Elementary Teachers. Center for Sex Equity, Northwest Regional Educational Laboratory. N.D.

HANDOUT: SAMPLE JOB LIST

Airplane Pilot
Bank Teller
Bartender
Bricklayer
Butcher
Carpenter
Dancer
Dentist
Dietitian
Flight Attendant
Hairdresser
Housekeeper
Jeweler
Judge
Lawyer
Librarian
Nurse
Physician
Plumber
Postmaster
Railroad Conductor
Salesclerk
Seamstress
Secretary
Taxicab Driver
Telephone Operator

Others________________________

____

____

____

____

ACTIVITY: DEPARTMENT STORE SURVEY

OBJECTIVE: Students will begin to realize how early in life stereotyping begins and that it is often an unconscious part of our lives.

PROCESS:

1. Familiarize yourself with examples and terms from the TEACHER INFORMATION SHEET.

2. Explain the assignment:
    - Have students visit toy sections and children's clothing sections of large local department stores. (Hint: You may want to divide available stores among class members so they don't all descend on the same store!)
    - Students will list on their handouts the toys (or types of toys) that were displayed, and whether they were obviously for boys, obviously for girls, or neutral (non-sexist).
    - They will then do the same thing for children's clothing that is on display.

3. Students will bring their handout back to class, share their findings and make a composite list on the board. Discuss: 1) why they categorized as they did; 2) what skills children learn from playing with the available toys; and 3) what implications this might have for adult career choices.

Modifications:

1. Conduct this survey with toys of younger brothers or sisters or children in the neighborhood.

2. Include stores such as Toys R Us and Learning World, which might have more nonsexist toys displayed. Steer discussion toward where to look for good nonsexist toys if you were a parent.

DEPARTMENT STORE SURVEY (cont'd.)

TIME:	5 to 10 minutes to explain the assignment Allow two to three days outside of class for student visits Allow one class period for class discussion
HANDOUTS/ MATERIALS:	TEACHER INFORMATION SHEET FOR DEPARTMENT STORE SURVEY DEPARTMENT STORE SURVEY

TEACHER INFORMATION SHEET FOR DEPARTMENT STORE SURVEY

Examples of stereotypically boys toys:	and	clothes:
Tool sets		blue; bold colors
Trucks, cars		"boys'" figures are sewn on or are part of the design
Soldiers, cowboys, male-oriented dolls or figures		

Examples of stereotypically girls toys:	and	clothes:
Kitchen sets		ruffles, frills
Beauty sets (hairbrush, mirror)		pink, lavender, "soft" colors
Barbie doll--dolls with frills		

Examples of nonsexist (neutral) toys:	and	clothes:
Toy piano or musical instrument		jeans
		pullover top

Definitions:

Sexist	Obviously intended to be used by one gender or the other.
Nonsexist	Neutral; androgynous. Produced, packaged, or marketed so it would be equally usable or attractive to males and females.

HANDOUT: DEPARTMENT STORE SURVEY

CHILDREN'S TOYS

Obviously for boys:

____

____

____

____

Obviously for girls:

____

____

____

____

Neutral:

____

____

____

____

DEPARTMENT STORE SURVEY (cont'd.)

CHILDREN'S CLOTHES

Obviously for girls:

____

____

____

____

Obviously for boys:

____

____

____

____

Neutral:

____

____

____

____

ACTIVITY: DICK AND JANE AS VICTIMS

OBJECTIVE: Students will learn about bias and stereotyping in children's literature.

PROCESS:

1. Ask students to go to their local library or school library and randomly select five pieces of fiction from the children's section which they will all bring to class on the same day.

2. In class have students inventory the characters in their books for numbers of men and women, their ethnic/racial background, and the careers/activities associated with each.

3. Compare and tally the results so that you create your own version of the lists found on the handout, MALE AND FEMALE OCCUPATIONS FROM DICK AND JANE READERS.

4. Discuss the implications of these results:
   - What ideas and attitudes do these books teach us about women?
   - What ideas and attitudes do these books teach us about men?
   - How can we personally overcome the impact of these inequities?

   This exercise could lead very nicely into an assignment to read a book (fictional or biographical) about women or minorities who are not in stereotyped roles.

5. For the textbooks in your classroom or in the school bookroom, ask students to complete the handout, TEXTBOOKS AND THE REAL WORLD.

DICK AND JANE AS VICTIMS (cont'd.)

TIME:	One class period
HANDOUTS/ MATERIALS:	MALE AND FEMALE OCCUPATIONS FROM DICK AND JANE READERS Children's books from school (or community) library TEXTBOOKS AND THE REAL WORLD

Source: Dick and Jane as Victims, researched and published by Women on Words and Images.

HANDOUT: MALE AND FEMALE OCCUPATIONS FROM DICK AND JANE READERS

Occupations of Adult Males

airplane builder
animal trainer
architect
artist
astronaut
athlete
author

babysitter
baker
balloonist
band conductor
banker
barber
baseball player
blacksmith
botanist
building contractor
businessman
bus driver

carpenter
circus keeper
clerk
clockmaker
clown
coach
computer operator
construction worker
cook
cowboy
craftsman

decorator
detective
deliveryman
dentist
doctor

electrician
engineer
expert on art
explorer

fairgroundsman
farmer
figure skater
film maker
fireman
fisherman
foreman
forest ranger

gardener
gas station attendant
glassblower
guard

handyman
humorist
hunter

ice cream man
inn keeper
inventor

janitor
judge
juggler

king
knight
landlord
lifeguard
lighthouse keeper
lumberman

magician
mailman
mathematician
mayor
m.c. in nightclub
merchant
milkman
miller
miner
mineralogist
monk
mover
museum manager

naturalist
newspaper owner
news reporter

organ grinder
outlaw

painter
parent
peddler
pet store owner
photographer
pirate
plumber
policeman
pony herder
popcorn vender
priest
principal
professor
prospector

radio reporter
railroad inspector
restaurant owner
roadmaster
rocket firer

sailor
salesman
scientist
scoutmaster
sea captain
sheriff
ship builder
shoemaker
silversmith
ski teacher

soldier
space station worker
stagecoach driver
statesman
stonecutter
storeowner
submarine operator

tailor
taxidermist
teacher
telephoneman
telephone lineman
t.v. actor
t.v. man
t.v. newsman
t.v. writer
ticket seller
train conductor
train engineer
trapper
trashman
trolley driver
truck driver

veterinarian
whaler
woodcutter
WWII hero

zookeeper

Occupations of Adult Females

acrobat
author
baby sitter
baker
cafeteria worker
cashier
cleaning woman
cook
doctor

dressmaker
fat lady (in circus)
governess
housekeeper
ice skater
librarian
painter
parent
queen

recreational director
school crossing guard
school nurse
secretary
shopkeeper
teacher
telephone operator
witch

HANDOUT: TEXTBOOKS AND THE REAL WORLD

Look through different textbooks in your classroom and find as much of the following information as possible.

Name of the Book ______________________________

Author ______________________________

	Number of People In Pictures	Action of People In Pictures
Men		
Women		
Girls		
Boys		

Summarize your findings by writing answers to these questions.

1. Were there more males than females?
2. Were they doing different things?
3. Are males doing more things than females in the book?
4. What do the illustrations tell you it means to be a female or a male?
5. What kinds of things do females do that were not in the book?
6. What kinds of things do males do that were not in the book?

Source: Nonsexist Curricular Materials for Elementary Schools. Laurie Olsen Johnson. Feminist Press. Old Westbury, N.Y.

ACTIVITY: STEREOTYPED REACTIONS TO NONTRADITIONAL CHOICES

OBJECTIVE: Students will think about ways they might combat stereotyped expectations of their own career choices.

PROCESS:

1. Have students role play situations of negative attitudes they might encounter at home, with friends, and at school with teachers and counselors if they were to announce to them their intentions to become:

   FEMALES
   - a welder
   - a firefighter
   - a symphony conductor
   - an astronaut
   - a garbage collector
   - an airline pilot

   MALES
   - a nurse
   - a dancer
   - a secretary
   - a word processing supervisor
   - an elementary school teacher

   Role playing in this activity is a simple process in which students act as if they were the parents, teachers, etc., responding to another student's statements. It is helpful for the student with the "problem" to act out both parts in order better to understand the respondent's feelings. If students are hesitant, you may help the process along by suggesting the "characters" for each roleplay.

2. Discuss the role playing afterwards. You may want to do it again with students defining other situations they want to role-play.

3. Ask students to assume for the moment that they are a victim of stereotyping in a job situation. Elicit possible examples from the group. Discuss what it feels like to be a victim. Then ask students to write a "letter of concern" to the employer.

TIME: One or two class periods

HANDOUTS/ MATERIALS: None

ACTIVITY: NEW FACES IN MANY PLACES

OBJECTIVE: Students will increase their awareness of the number of people in nontraditional work and social roles.

PROCESS:

1. Request that students bring to class newspapers and magazines that can be cut up.

2. Ask students to find articles and pictures in the newspapers and magazines that show people of different racial/ethnic backgrounds in nontraditional roles and let them cut out examples.

3. Have students give examples of nontraditional roles and careers from the materials they used. Discuss changes in the job market and how roles are becoming less stereotyped. Discuss changes in social roles at school, at home, with friends.

4. After the discussion, have students make collages with their cut-out examples of people in nontraditional roles.

5. Conclude with asking the students to write two or three paragraphs on "What would be nontraditional for *me*."

TIME: One class period

HANDOUTS/ MATERIALS: Newspapers, magazines, scissors, pins, or tape

ACTIVITY: WORD JUMBLE

OBJECTIVE: Students will play with words related to traditional and nontraditional roles.

PROCESS:

1. Distribute handout WORD JUMBLE.
2. The task is to unscramble the letters so each is a word related to this unit.
3. This activity could be done as a team competition, the winner being the first team to unjumble the words correctly.
4. A follow-up activity can be for the students to create their own word jumbles.

TIME: 10 to 15 minutes

HANDOUTS/ MATERIALS: WORD JUMBLE

HANDOUT: WORD JUMBLE

1. quael________________________________
2. altiontradi____________________________
3. ythm________________________________
4. judicerep______________________________
5. exists________________________________
6. tionpo________________________________
7. elor________________________________
8. nem________________________________
9. ownem________________________________
10. delmo________________________________

JOURNALS

Ideally, each of you will be writing in your journal on a regular basis, at least once or twice a week. This should be "free writing," that is, writing for about five or ten minutes straight about whatever comes to your mind.

If you need some ideas to get you going during this unit, here are some suggestions. Try to write at least two paragraphs for each sentence you choose to complete. A complete paragraph includes an introductory sentence, about three or more sentences, and then a concluding sentence.

- Think about the idea of stereotypes and how your life may be touched by stereotypical thinking.

  If someone didn't know me, they would expect me to be____________________ because:

  Something that I do that fits the stereotype is:

  Something I do that does not fit that stereotype is:

- Think about traditional and nontraditional roles in your life.

  Some things I do that are traditional for someone of my age or gender, ethnicity or background, or personality are:

  Something nontraditional I would like to try
  at school is:
  at work is:
  at home is:

JOURNALS *(cont'd.)*

- Think about stereotyping at work. What kind of stereotyping do you observe when you are at work? Are some people expected to do certain things because they are male or female? or of color? or younger or older? or have a handicap?

  One stereotypical situation I have seen in a work setting was:

  What made it stereotyped was:

  One person I saw in a nontraditional job situation was:

  What made it nontraditional was:

- Imagine you woke up tomorrow morning and were the other sex. Write a short paragraph about what your day would be like. What would you do when you got up? Would your morning routine be the same or different? What would you do differently at school? What would you do after school? How do you think it would feel to be of the opposite sex? What things would you be glad about doing? What things would you have to do that you don't have to right now?

CLOSURE

Closure is an important part of learning. Ending each unit with a structured activity will: 1) reinforce what was learned in the unit; 2) illustrate how the concepts can be applied to one's life; 3) make connections between previous and future learning; and 4) clear the air to start a new topic. A quick wrap-up activity will create a sense of completion which, for many, is followed by feelings of success.

Suggestions:

1. Discuss any or all of these questions:
   - What were the main ideas in this unit?
   - What did you like best/least about this unit?
   - What did you learn in this unit that will have a lasting influence on you?
   - What about this unit will you remember 5 years from now?
   - What about this unit would you want to teach to a friend?

   Alternatively, students could write their responses to the above questions.

2. Ask students to complete this sentence and elaborate for a few paragraphs: Now that we have finished this unit on *Traditional and Nontraditional Roles,* I am different in these ways:

3. Ask students to think about how the ideas in this unit are connected to the ideas in previous units. Discuss this as a group.

4. Review the vocabulary words that you taught at the beginning of the unit, and talk with students about ways they can incorporate these words into their daily working vocabulary.

5. Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.

6. Ask students to write answers to the following questions:
   - What was the high point of this week?
   - List 1 or 2 ways this week could have been better. How can you help bring this about?
   - Identify 3 choices you made this week.
   - Whom were you in emphatic agreement or disagreement with this week?
   - What is one thing you wish you had finished this week?
   - What made you feel proud of yourself this week?

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OVERVIEW

While this unit will focus on alcohol, dependence and addiction apply also to other drugs. We want to make you think very seriously. Most drug education focuses on factual information presuming that if you knew the danger you were putting yourself in by abusing drugs and alcohol you might try to avoid it altogether. In this unit we provide you with information so that the choices you make about your own lives are made with the full knowledge of the risks you are taking.

No one is able to explain why so many of us are willing to behave so self-destructively by abusing alcohol and drugs. We do know, though, that such behavior does not occur without reason. Perhaps some of the following facts contribute to the problem:

- Alcohol is easy to get and is considered socially acceptable in our society.
- Family environments are less stable than they used to be.
- Adults, parents, and other family members are themselves victims of alcoholism and substance abuse.
- Alcoholism and drug addiction can be inherited.

It's obvious that these harmful and addictive substances are part of our environment. There's no question that it is difficult to avoid them, and in facing up to that difficulty you have to focus on your whole life—at home with your family, as well as in school with your friends. This means being honest with yourself; it means learning not to be afraid of your feelings and emotions. With increased understanding on your part, and the ability to face some hard situations with sensitivity, you might find ways of coping with difficulties that now perhaps seem insurmountable.

Thoughts to Ponder

Life is just a series of trying to make up your mind.
Timothy Fuller

Common sense is genius dressed in its working clothes.
Ralph Waldo Emerson

The first problem for all of us, men and women, is not to learn, but to unlearn.
Gloria Steinem

The best way to make your dreams come true is to wake up.
Paul Valery

Have patience with all things, but first of all with yourself.
St. Francis de Sales (ca. 1600)

Life shrinks or expands in proportion to one's courage.
Anais Nin

People who drink to drown their sorrows should be told that sorrow knows how to swim.
Ann Landers

You must do the thing you think you cannot do.
Eleanor Roosevelt

VOCABULARY

1. ***obsession***	a thought or activity that is constantly on your mind
2. ***denial***	not facing the facts, even if they are shown to you
3. ***addiction***	dependency on something, which is usually harmful, to make you feel good
4. ***drugs***	substances which, when taken, will distort your perceptions and feelings about yourself and the world
5. ***psychological***	the way in which your mind and your feelings are affected, either positively or negatively, by the environments in which you live and work
6. ***physiological***	the way in which your life is affected by how your body feels
7. ***alcoholism***	a disease caused by being addicted to alcohol
8. ***defenses***	tricks you are able to use on yourself in order to protect yourself from feelings like shame, anxiety, or loss of self-esteem
9. ***dependence***	needing to rely on someone or something for support
10. ***stimulant***	something that temporarily arouses your (physical and emotional) feelings

ACTIVITY: JUST THE FACTS, PLEASE

OBJECTIVE: Students will understand how drugs and alcohol can affect the "wellness" of a human being.

PROCESS:

1. Distribute the handout, JUST THE FACTS, PLEASE QUIZ. After students have completed it, go over the answers with them.

2. Then read and discuss with the class the handout, FACT SHEET ON DRUGS AND DEPENDENCE. Encourage a general class discussion on the following questions:
   - Do these facts arouse curiosity?
   - Do these facts arouse fear?
   - Do these facts arouse awareness?

   Talk about why curiosity, fear, and awareness might be three responses to these facts.

3. Discuss the question: "If most facts and studies show that alcohol and drugs do physical and psychological damage, why do people still choose to consume them?" Record students' answers on the chalk board.

4. Ask students to write a page about why they think so many people are concerned with drug use among young people today.

TIME: One class period

HANDOUTS/ MATERIALS:

JUST THE FACTS, PLEASE
FACT SHEET ON DRUGS AND DEPENDENCE
TEACHER NOTES: JUST THE FACTS, PLEASE -- ANSWER KEY

HANDOUT: JUST THE FACTS, PLEASE QUIZ

Answer true or false to each question.

DIRECTIONS: Read the statements about drugs below and test your knowledge in distinguishing between facts and myths. If the statement is true, put T in the blank. If the statement is false or partially false, put F in the blank.

_____ 1. Prescription drugs are not always safe.
_____ 2. It's okay to combine drugs.
_____ 3. The tobacco in a cigarette is not a drug.
_____ 4. Once an addict, always an addict.
_____ 5. Most drugs that are abused are illegally manufactured and of poor quality.
_____ 6. Coffee is a drug.
_____ 7. Drugs don't have an effect on pregnancy.
_____ 8. The number one drug of abuse in the U.S. is alcohol.
_____ 9. People who abuse drugs only hurt themselves.
_____ 10. Most alcoholics are skid row bums.
_____ 11. You could become an alcoholic by drinking only beer.
_____ 12. Black coffee and a cold shower work well to sober up a person.
_____ 13. Everyone reacts the same if they take equal amounts of any drug.
_____ 14. Alcoholics drink every day.
_____ 15. If parents don't drink, the children won't drink.
_____ 16. Alcohol does not raise the body temperature.
_____ 17. Alcohol is a stimulant.
_____ 18. Aspirin is a safe drug.
_____ 19. You're not an addict unless you are shooting drugs.
_____ 20. Drugs solve personal problems.
_____ 21. Chewing tobacco is harmful to your health.

Source: Warrenton-Hammond School District's Substance Abuse Program Parent Handbook

TEACHER NOTES: JUST THE FACTS, PLEASE--ANSWER KEY

1. (T) Prescription drugs are drugs prescribed for a specific person, for a specific illness, at a specific time. Drugs used by another person, or at a different time, or in combinations with other drugs such as alcohol can be unsafe.

2. (F) Using more than one drug at a time can be extremely hazardous. The drugs may interact in harmful or unknown ways. Many drug overdoses and deaths are related to combining different drugs, including alcohol.

3. (F) Tobacco contains nicotine and is a drug which can cause dependence. It increases the heart rate, constricts the blood vessels, reduces the appetite, and changes many normal body functions.

4. (F) People who have been addicted to drugs or have had problems with controlling their drinking can change their behavior through specific treatment and education.

5. (F) Many of our most commonly abused drugs are manufactured legally in this country, and their quality is very high. They include barbiturates, sleeping pills, tranquilizers, amphetamines, and narcotics. Drugs that are manufactured illegally are marijuana, heroin, and most of the hallucinogens.

6. (T) Coffee contains the drug caffeine, which is a stimulant affecting the nervous system and brain.

7. (F) All drugs may have a potentially dangerous effect on a pregnancy, including alcohol, cigarettes, barbiturates, and many common over-the-counter medications. The most crucial time seems to be the first 60 days of the pregnancy.

8. (T) About 500,000 Americans are addicted to heroin, but over 10,000,000 are addicted to alcohol. Other drugs of abuse include caffeine, nicotine, tranquilizers, and marijuana.

9. (F) Sometimes they do. Also, they can hurt their families and friends, their employers, strangers on the highway, and you.

10. (F) Alcoholism shows no favorites. Approximately 95 to 98% of alcoholics are ordinary people who work, have families, and do not live on skid row.

11. (T) The type of alcohol you drink doesn't matter. The predisposition to become alcoholic is in the person. Beer contains ethyl alcohol, an addicting ingredient, but in lower percentages than does wine or hard liquor. People who drink beer have to drink more in order to get drunk.

12. (F) The only thing that will sober up a person is TIME. This is because it takes the liver approximately one hour to rid the body of one ounce of alcohol.

13. (F) Your reaction to a drug is very personal. It depends upon many factors, including your general health, body size, age, tolerance, method of administering the drug, and even your mental outlook. Most drug dosages are intended for people, usually males, in their late teens through their thirties. The adult dosage will be incorrect for children, as well as for senior citizens.

14. (F) Alcoholic drinking is drinking over which the person has little or no control. Once he/she starts, he/she can't stop. Some alcoholics drink only on weekends, some don't drink (abstain) for months.

15. (F) Young people make their own decisions based on what they learn at home, in society, and in school.

16. (T) Alcohol lowers the body temperature. Alcohol makes the drinker feel warmer because it causes the blood to rise to the skin's surface. When this happens, the body temperature is lowered because surface heat is lost.

17. (F) Alcohol is a depressant. It affects inhibitions, judgment, and self-control.

18. (F) Even commonly used over-the-counter drugs, like aspirin, can be hazardous to your health. Any drug, if used improperly or by the wrong person, can be dangerous.

19. (F) People ingest, or take, drugs in a variety of ways. Drugs can be shot, snorted, eaten, swallowed, and smoked. Dependence can develop from any of these methods.

20. (F) People have problems, and their use of drugs might compound existing problems or create new ones. Drugs do not solve problems; people solve problems.

21. (T) Chewing tobacco, like all tobacco, contains nicotine which affects the heart and circulation system, causing arteries to constrict and blood platelets to clot. Leukoplakia or white patches on the inside of the mouth is a result of direct contact with tobacco juice.

HANDOUT: FACT SHEET ON DRUGS AND DEPENDENCE

Drugs cause physical and emotional dependence.

- Regular users of drugs develop *tolerance*, a need to take larger doses to get the same initial effect.

- Certain drugs, such as opiates and barbiturates, create *physical dependence.* When a regular user stops taking the drug, the body experiences a painful *withdrawal.*

- *Psychological dependence* occurs when drug taking becomes the center of the user's life. Some people go from taking drugs in order to feel good, to taking them to keep from feeling bad.

- More than half of all adolescent suicides are drug-related.

- Drugs and their harmful side effects can remain in the body long after use has stopped.

- Thirty-nine percent (39%) of 1986 graduating seniors will have alcohol problems.

- Eighty percent (80%) of all Americans admit to drinking and driving.

- Sixty-eight (68) people die every day from alcohol related accidents.

- One drinking fatality occurs every 21 to 23 minutes.

- One out of every two Americans will be involved in an alcohol related accident in their life time.

- Drunk driving is the leading cause of death of young people 16 to 24 years of age.

Source: Schools Without Drugs. U.S. Department of Education, 1987.

ACTIVITY: THE MEDIA AND DRINKING -- WHICH INFLUENCES WHICH?

OBJECTIVE: Students will think about how the media affects our drinking patterns.

PROCESS:

1. Present the following information:
    - Alcohol is legal and quite accepted in our society today. Why do people drink socially or otherwise? Some reasons are for social celebrations, to relieve pressure, enjoyment, forgetting pain, etc.
    - The media, advertising, and magazines have a strong influence on many of our habits, including drinking. How much advertising is focused on drinking, drugs, sexuality, or eating? Lots and lots. Are these outlets appropriate ways for dealing with questions or pains in our lives? Or are they quick fixes so we don't have to deal with our true feelings?
2. Discuss as a class how the media encourages drinking in our society. Refer to TV, movies, newspapers, magazines, billboards, radio, music, etc. The teacher could videotape examples to bring to the class, as well as ask the students to bring examples to class.
3. Have the class make a group collage that shows how advertisements and the media encourage drinking.
4. Let the class give the collage a title and keep it on the bulletin board throughout this unit.

TIME: One class period

HANDOUTS/ MATERIALS: Magazines, scissors, butcher paper, glue, magic markers

ACTIVITY: DRINKING PATTERNS

OBJECTIVE: Students will understand the progression from normal use to abusive use.

PROCESS:

1. Distribute the handout, USING BEHAVIORS AND PATTERNS. Tell students that it refers to use of any drug, not just alcohol, which is why "use" is the word in the title. While no one person follows these patterns exactly, and there are many areas where only an expert can make a judgment, the pattern of progression in this handout is generally applicable.

2. Discuss each level of alcohol use. Without pressure, let students cite examples from their own lives. Ask students to think about these same patterns as they relate to drugs other than alcohol. In discussing patterns of use and abuse, the bottom line is: "If using is causing a problem in your life, then it is a problem for you!"

3. Again discuss the question "why?" Why do we use? When people use drugs to satisfy certain needs, what are some healthy ways those needs can be met?

TIME: One class period

HANDOUTS/ MATERIALS: USING BEHAVIORS AND PATTERNS

HANDOUT: USING BEHAVIORS AND PATTERNS

EXPERIMENTING

No experience with alcohol/drugs
First experience for curiosity, to be adult
Occasional drinking, perhaps supervised by parents
Use infrequent
First episode of intoxication
First hangover (vows not to drink so much next time)

OCCASIONAL USE

Weekend use becomes fairly regular
Using to impress others, to socialize easily
Development of tolerance
Parents use other than on weekends
Possible use-related arrest
Confrontation by parents
Hiding alcohol use from parents

ABUSE

Increased use
Circle of friends becomes increasingly oriented toward use/abuse
Drinking to get drunk or "high," to feel better
Black-outs possible
Change in behavior when drinking (getting "rowdy" or abusive)
Guilt and/or worry
Repeated promises made to self and family about "cutting down"

DEPENDENCE

Loss of control in use
Concern expressed by peers
Change in friends
Repeat of arrest
Continuing problems at school or on the job
Boasting about alcohol use (especially quantity)
Continual inappropriate use
Morning drinking
Delirium tremens

Use interfering with normal activities
Hiding use from peers
Drinking alone
Using becomes associated with most activities
Crimes likely committed during intoxication
Physical deterioration, either in appearance or health or both
Frequent confrontation by family members
Resentment, anger about being "picked on"
Depression, feeling out of control or unloved
Use is central in life

ACTIVITY: FEELING CHARADES

OBJECTIVE: Students will recognize and be able to express their own feelings.

PROCESS:

1. Discuss Teacher Notes.
2. Make 10 to 15 cards with one feeling written on each card. Example: angry, sad, happy.
3. Gather everyone in a circle and place all cards in a container. The person who is "it," draws a card at random and acts out the designated feeling for the rest of the group.
4. People in the group guess what the feeling is. After three incorrect guesses the person who is "it" may give a hint by saying, "I feel this way when ____________________." The person who guesses the feeling correctly is "it" next.
5. More complex feelings, i.e., embarrassment or jealousy, are often more difficult to communicate, and students may need your assistance.
6. Follow this activity with a discussion of why it is so difficult to express personal feelings. If the students were reluctant to engage in this activity, try to let the group analyze why it was difficult.

TIME: One class period

HANDOUTS/ MATERIALS:
3"x5" cards, container
TEACHER NOTES: FEELING CHARADES

TEACHER NOTES : FEELING CHARADES

In order to break a negative cycle and learn new behaviors, we need to talk, share, and most of all, listen. It is extremely important not to judge or criticize what is being said by another person. Everyone may not want to share, and that is acceptable. But when you do share your feelings you tend to learn more about yourself and others, and you grow more.

As true feelings begin to surface, some pain or anxiety may occur. Allow the person to feel it, and ask the person if they have any needs they can articulate.

When listening to another person express their feelings, it is important to show compassion and to be honest. Statements such as: "I know how you feel, such and such happened to me once," can help a person feel comfortable and help them feel like their feelings are valid. However, these statements can also sound phony if the person is not sincere.

The message we need to get across is: "This is really how I feel." After expressing true feelings, hearing another person validate or affirm one's feelings creates personal acceptance and strength.

Every situation is different, and just expressing how one feels may not be enough. That's why it is so important to validate one another's feelings.

ACTIVITY: "I" MESSAGES

OBJECTIVE: Students will learn to use "I" messages.

PROCESS:

1. Review pertinent previous unit activities on communication skills, peer relationships, self-esteem, and self-preservation. The teacher should preview the handouts for HOW TO GET MAD, Part I in Unit 15.

2. Discuss: "We know that strong feelings exist in each of us. How do we express them effectively?"

3. A healthy way to express our feelings is with "I" messages.

   Example: When I am ____________, I feel ___________, and I ____________________.

   Example: When I am yelled at, I feel humiliated, and I don't like that.

   The less healthy way to express our feelings is to use "YOU" messages saying something like:

   Example: "When you yell at me, you make me feel so humiliated."

4. Divide the class into pairs. Have students practice saying "I" messages to each other. It doesn't come automatically, but it becomes much easier with practice. Then give the class some "YOU" messages and ask them to change them to "I" messages.

5. Discuss how it feels to use "I" messages. It may be new and awkward to express yourself in this way. Think about being in the middle of a very emotional situation. At that time it will be even more difficult to use this healthy method of expression if you haven't practiced and become comfortable with it. It is in those most intensely emotional situations that "I" messages are important to keep conversations from becoming accusatory and destructive.

"I" MESSAGES (cont'd.)

TIME:	One class period
HANDOUTS/ MATERIALS:	None

ACTIVITY: THE BEST LITTLE BOY IN THE WORLD

OBJECTIVE: Students will become aware of characteristics of an alcoholic environment.

PROCESS:

1. Discuss with the class the information in the Teacher Notes.
2. Read aloud the story, "THE BEST LITTLE BOY IN THE WORLD."
3. Discuss "why" he wouldn't tell.
4. Discuss why it was important for him to tell someone he trusted. What would be the worst thing that could happen if he did tell someone? How about the best?

TIME: One class period

HANDOUTS/ MATERIALS: THE BEST LITTLE BOY IN THE WORLD (He won't tell)

Source: It Will Never Happen to Me, Claudia Black. MAC Publishing. 5005 E. 39th Ave., Denver, CO 80207. 1982

TEACHER NOTES: CHILDREN FROM DYSFUNCTIONAL FAMILIES

Adolescents who come from a dysfunctional or chemically dependent environment have learned a series of behaviors, roles, rules, and defenses that don't coincide with their real feelings. Therefore, they may demonstrate behaviors such as rebellion, defiance, laughter, pleasing others, and isolation (being quiet).

The rebellious behavior may lash out at others. The laughing behavior may indicate the "class clown." Inappropriate laughter may occur. The "pleasing others" behavior may appear responsible but this person does for everyone else and makes sure the other person always comes first disregarding how they really feel. The isolated person is usually very quiet, doesn't care to rock the boat. The tendency is to keep everything inside. This may be the student whom you don't hear from, and whose name you don't remember.

These behaviors are for a reason. They come from a core belief system that these adolescents have developed in order to cope with their dysfunctional environment. The belief system might say:

- My defiant behavior is going to give me attention and love; or
- My humorous behavior gives me attention and approval; or
- By pleasing others I get approval and attention; or
- My quiet, reserved behavior keeps me free and clear of any conflict.

In order to break through this belief system, a new level of awareness needs to take place. Recognizing the family rules and roles that take place in a chemically dependent family, perhaps, can be the first step.

HANDOUT: THE BEST LITTLE BOY IN THE WORLD (He Won't Tell)

By Peter M. Nardi

Michael was doing very well in school. In fact, he was the brightest kid in class, the teacher's favorite, one of the best-behaved. He never created any disciplinary problems and always hung out with the good crowd. The best little boy in the world. "Why can't we all be like Michael and sit quietly?" Sister Gertrude would say in her most melodious voice. Conform, be docile, do well, be quiet. Hold it in. *Don't tell a soul.*

And now he was waiting at the school corner for his mother to pick him up. This was always the hardest moment. What will she look like, how will she sound? Michael could tell right away if she had been drinking. The muffled voice, the pale, unmade-up face. He really didn't know what it was all about. He just knew that when Dad came home he would fight with her. Argue, yell, scream, run. Michael could hear them through the closed doors and over the humming of the air conditioner. He wondered if the neighbors could hear, too. Hold it in. *Don't tell anyone.*

He was still waiting at the corner. She was 15 minutes late. It was so good to go to school and get out of the house. But when 3 o'clock came he would feel the tension begin to gather inside him. He never knew what to expect. When she was not drinking, she would be smiling, even pretty. When drunk, she'd be cold, withdrawn, tired, unloving, not caring. Michael would cook dinner and straighten up the house. He would search for the alcohol, like egg-hunting on Easter morning, under the stuffed chair in the bedroom, in the laundry bag concealed among the towels, behind her hats in the closet. When he found it, he'd pour it down the sink drain. Maybe then no one would know that she'd been drinking. Maybe no one would fight. *Don't tell a soul.*

She still hadn't come to pick him up yet. She'd never been 30 minutes late. Sometimes she'd sleep late in the morning after Dad had already left for work, and Michael would make breakfast for his little sister and himself. Then a friend's mother would take them to school. The biggest problem was during vacation time, especially around the holidays. He wanted to play with his friends. But he was afraid to bring them home. He was afraid to go out and play, too, because then she would drink. Michael didn't want to be blamed for that. So he stayed in and did his homework and read. He didn't tell his friends. *Hold it in.*

And still he was waiting alone on the corner. Forty-five minutes late. Michael decided to walk the 10 blocks home. He felt that he was old enough now. After all, he took care of his little sister a lot. He took care of his mother a lot. He was responsible. He always did what people told him to do. Everyone could count on him for help. Everyone did. And he never complained. Never fought, never argued, never yelled. The best little boy in the world. *Hold it in.*

When he got nearer to home, Michael's heart felt as if it were going to explode. Her car was there, the house was locked tight. He rang the bell. He rang and rang as he felt his stomach turn inside out. He climbed through a window. No one seemed to be home. He looked around the house, in all the right hiding places. Finally, in the closet in his own bedroom, he saw his mom in her slip, with a belt around her neck, and attached to the wooden rod. She was just sitting there, sobbing. She had been drinking. But maybe no one would find out. Michael wouldn't tell anyone, ever. *Hold it in.*

ACTIVITY: RULES OF DRUG AFFECTED FAMILIES

OBJECTIVE: Students will recognize the "rules" that exist in an addicted environment.

PROCESS:

1. Present to the students the information in the TEACHER NOTES: RULES OF DRUG AFFECTED FAMILIES.
2. Discuss the three "rules:"
    - Don't talk
    - Don't trust
    - Don't feel
3. Ask students to think about why these rules exist in some families. Ask them to think about their own families and consider if these rules are present anywhere.
4. You may want to end this activity with time for students to write in their journals.

TIME: One class period

HANDOUTS/ MATERIALS: TEACHER NOTES: RULES OF DRUG AFFECTED FAMILIES

TEACHER NOTES: RULES OF DRUG AFFECTED FAMILIES

Drug affected families are like all family systems in that they have procedures or rules which all members follow to maintain the family structure. The major difference seems to be that drug affected families have very rigid rules which allow little flexibility for family members, and all of the rules revolve around the drug user's behavior. Denial of this situation grows as the dependent person's use increases. The family's problems are constantly blamed on someone or something else. Claudia Black, in It Will Never Happen to Me, has written about three general rules: 1) Don't Talk, 2) Don't Trust, 3) Don't Feel. We will use these three rules as a guideline:

1. Don't Talk
    - children are afraid they won't be believed
    - children are warned (threatened) not to talk by the using parent
    - children are instructed not to talk by the non-using (enabling) parent:
        "We just don't talk about those things."
        "It would make your father very upset." (fear)
        "It's not nice to bother others with our problems." (shame/guilt)
        "If people found out, they might take mommy away." (fear)
        "If you tell them that, they'll think you have a problem too." (fear)
    - children feel they are crazy -- the non-using parent's own denial minimizes crises and maximizes good times
    - not talking keeps the peace:
        "Mom said something about drinking and they fought all night."

2. Don't Trust
    - children live an inconsistent, always changing, roller coaster life
    - many broken promises
    - repeated rejection from people who supposedly love them
    - many mixed or double messages:
        "I love you. Don't bother me." (love/rejection)
        "I'll be there for you. Next time - maybe."
        "Always tell the truth. I don't want to know."
        "Everything is fine. Don't talk or this place will explode."
    - blame alcoholism/drug use and excuse the behavior:
        "It wasn't her fault--she was just drunk/high."
    - child learns: "If you are drunk or high you can do whatever you want."
    - honesty isn't always rewarded and often punished
    - receive no focused time from parents--distrust focus/caring acts

TEACHER NOTES: RULES OF DRUG AFFECTED FAMILIES (cont'd.)

3. Don't Feel

Children in drug affected families often learn and believe that:

- feelings cause problems
- feelings hurt others
- expressed feelings usually result in rejection, if you don't want people to leave you, don't have strong feelings
- feelings are wrong; they cause people pain and hurt
- if you must have feelings, have them for someone else:
  "I was sorry for her."
  "I was crying for my mom."
  "My dad came to my game drunk and I had to help him home; I was afraid for him, he could have been hurt."

The reason people often deny feelings is to convince others, as well as themselves, that life can be happy. They feel that if you deny reality, pretend, minimize situations, intellectualize emotions, then you can control happiness.

Source:

MAINSTREAM
Youth Program, Inc.
5333 S.E. Powell Blvd.
Portland, Oregon 97206
(503) 777-4141

ACTIVITY: ALL SAIL AND NO ANCHOR

OBJECTIVE: Students will understand some elements of a family environment affected by alcohol.

PROCESS:

1. Review the three rules that exist in an alcoholic environment.
2. Read aloud to the class the story, "ALL SAIL AND NO ANCHOR."
3. Discuss how the previously discussed rules apply to this story.
4. Ask students to write one paragraph answers to each of these questions:
    - What are your feelings about this story?
    - Does any part of this story apply to your life?

TIME: One class period

HANDOUTS/ MATERIALS: ALL SAIL AND NO ANCHOR

HANDOUT: ALL SAIL AND NO ANCHOR (A short story about Christmas in an alcoholic home.)
Andrew Meacham

Dad's boat had been soaking up sun for almost a year in the back yard. The kiln he used to heat up the blanks so he could bend them had rusted, but it still worked. Sometimes he and his law partner, Mr. Shields, had let Rudi help sand the mahogany strips and later paint them with resin. That was before Dad went to the hospital and Mr. Shields took over as mayor of Crawfordville.

Even before the trouble started and both papers had stories about Dad in there every day, the boat had stopped getting much attention. This was too bad, Rudi thought, because it was almost finished. The mast was up and the thin steel cables rattled against it in the wind. The broadest section of deck was now a shallow basin for rain water. Little purple blossoms had fallen to the surface from the jacaranda. Rudi had watched them floating there, thinking of Dad's promise to sail this boat to Mexico.

Last June, all he had said he needed was more mahogany and some fasteners to staple it down. Plus the cabin wasn't quite ready. A mildewed yellow tarpaulin covered that section. Now it was Christmas morning and things were still the same. Rudi stared out the kitchen window at a robin hopping along the gunnels.

"I wish he'd just get here so we can get this over with," his older sister said from her rocking chair.

"Rachel!" Mom said. "She doesn't mean that," said Grady, the eldest, pacing and watching the door.

"Yes, I do!"

"What she means isn't the point," Mom replied, slamming the silverware around, making a big racket. "This hasn't been easy for your father, and we've got to appreciate that."

It hadn't been easy for anyone. Especially before he went to the hospital. Dad had always seemed tired when he came home. He never noticed anything you did, except when it was something wrong. But lots of other people were noticing him.

One night late, Rudi had overheard Grady and Mom whispering in the kitchen. Something about a dinner at the governor's mansion where Dad had yelled at everybody.

"I just hope he gets some help before he does something really whacked out," he had heard Grady say. Grady was the only one who read the newspaper lately. Rudi had seen the one big story -- "Mayor Lester hospitalized for alcoholism," but he had put it down after a couple of paragraphs. He didn't understand why they were making such a big deal out of one person going to the hospital. And that picture by the headline had to be the worst anyone had ever taken of Dad.

At least the other kids in the co-dependency group understood. They all had parents like Dad, who came home late and started arguments. Some of their parents had done worse things. But the counselors had said that none of their parents were bad people. They were just people who had a hard time not drinking.

Now with Dad due home any minute, Mom was talking about how Christmas was going to be simpler this year.

"Does that mean I don't get a Walkman?" Rachel said.

"You don't need a Walkman. But you will have the few simple things I have gotten on behalf of your father and myself."

"Mom, it's all right!" Grady said, his hands gripping the top of the door sill as he leaned in from the dining room. "We understand."

"His recovery is the best present you could have. That is where he has been focusing his attention. His counselors have been very strong on that point."

"OK!" Rachel stalked out of the kitchen.

Rudi helped Mom set the table. He paused for a moment before the dining room mirror. The hair of the boy looking back at him was too red, the eyes too far apart. How did this boy feel about Dad coming home, Rudi wondered. Was he happy or sad? Afraid? The moon below the hands of the old clock by the mirror showed three-quarters full. The puffy-cheeked smile on its face made Rudi wonder what the moon was up to.

"He's here," Grady cried. Rudi followed his brother outside, where Dad was unloading several presents from the trunk of Mr. Shield's Cadillac. Rachel watched from the entrance hall.

Grady went to shake Dad's hand, but Dad stepped inside for the hug. His father filled out less of the blue suit than he had before. The coat pocket against Rudi's nose as they embraced for once didn't smell like an airplane.

"How's my first mate?" Dad chuckled.

"Come in and have breakfast with us, Jim," Mom called from the porch.

"Thanks, can't," Mr. Shields waved back, the gold watch gleaming on his wrist. "I'll catch the devil if I don't get home and play Santa Claus." He laughed his high laugh and drove away.

Inside, Dad shifted his load of presents to one arm and pulled Rachel against his chest. "How's my baby?"

"OK," Rachel said, straightening her hair when he let her go. After Dad had set his gifts down, he stepped back and studied the tree.

"Somebody has done a marvelous job here." The spiral of tinsel and ornaments peaked with a frail white angel.

"Mom and I did it," Grady said. Dad fingered a dud on a string of colored lights.

"Don't we have some good bulbs in the attic?" he said.

"If you can find one, I'll chew it up and swallow it."

Grady would have, too. But Rudi knew that people generally didn't go into the Lester's attic to find things. It was a waste land of battered toys and stiff clothing, one kayak, an incomplete electric train, generations of letters, and a lot of other things nobody wanted to use or throw out, either. A life-sized ceramic Collie -- the gift of some relatives a year ago -- guarded the top of the ladder.

"That won't be necessary," Dad said with a grave smile.

All through breakfast, Rudi stared at his manger scene in the center of the table. Mom had asked Grady to build one out of Lincoln logs the night before, but he was busy hammering something in his room. So that tradition had fallen to Rudi. Rachel had spent five minutes silently arranging and rearranging the exact position of the little wooden baby.

"How did you manage to do so much shopping?" Mom asked Dad, over the rim of her coffee cup.

"Jim Shields volunteered. I gave him a list and a credit card."

"Wasn't that thoughtful of Jim?"

"Well -- his secretary actually went downtown."

"Oh. Then it was certainly thoughtful of her."

"Yes --" The grandfather clock interrupted, striking ten times. Dad squinted at it and checked his watch.

"That thing needs to be wound," he said.

Mom shoved back her chair and went to the kitchen. Rachel troweled the last grits on her plate onto the side of her fork. Grady took a long glance at Dad, the way Rudi had seen him look at the pressure gauge for a tire.

"How has it been in the hospital?" he asked.

"Great, just great." Dad nodded and gestured but didn't say anything more. Mom returned with biscuits and they finished out breakfast. Rudi figured they would all have more fun opening presents.

Which they did, though everything seemed different this year. This was mostly for the good. Last Christmas crept back in proportion to how much Rudi cared to remember it, which was not a whole lot.

Dad made the best possible Santa Claus, giving out packages as if they were the keys to Crawfordville. Rachel got an antique Indian carousel horse, the original paint still intact. Her delicate fingers wrapped around its chest. "Thank you."

He seemed to like the Norman Rockwell tankard Rudi had given him. It had cost $9.99 and had a picture on the side of a man with a parrot on his shoulder, and a boy nearby watching him build a miniature sailing vessel.

Rudi found himself almost getting tired of Christmas after awhile. It seemed like a lot of work, thinking of new ways to say thank you. He wondered what his friends were up to. Maybe after a while he could get out of there.

Grady lugged out a cedar bookcase he had made for Mom. Dad frowned slightly, his hand lingering on a corner where the joint didn't come together quite right.

"Very nice, son," he said.

Rachel played with the camera Dad had given her. The labrador slept on a corner of a sampler quilt, on which a coffee machine, a typewriter, books, cheese, smoked salmon and other items had been set. His parents had given Rudi a yellowed old globe, 18 inches in diameter, with whales and sea monsters lunging out of the oceans.

"Well, that about does it," Dad concluded, his smile wrinkling the lines on his brow. He stooped easily to gather up some torn wrappings and tossed them in the fire. "I . . . just want to thank you -- everyone, really for . . ."

Grady put down his book about computers and Mom stopped writing.

". . . this very warm reception," Dad was saying. "Ah -- no. What I mean is --" Everyone waited for Dad to finish, like they were watching a good movie.

"This is where I want to be right now." No one seemed sure whether Dad was finished talking. "So!" he went on. "I'm due back at the hospital shortly, and there are some phone calls and other things I've got to do, but --"

"Just a minute," Mom said. "You have one more present. It's outside."

Rudi, the first to the back yard, had a feeling he knew. Indeed, eight lengths of 1"x6" mahogany leaned against the boat, beside a box of bronze fasteners. This boat, Rudi thought, might be a little small to try to get to Mexico in. But it would be just right for a spin around the bay.

"Now you can finish what you started," Mom said, as they stepped outside. Rachel got a pretty fair snapshot of Dad, laughing.

Source: Reprinted with permission from the author, Changes magazine, Nov./Dec. 1987, p. 18.

ACTIVITY:	WORD JUMBLE
OBJECTIVE:	Students will play with words related to substance abuse.

PROCESS:

1. Distribute handout WORD JUMBLE.
2. The task is to unscramble the letters so each is a word related to this unit.
3. This activity could be done as a team competition, the winner being the first team to unjumble the words correctly.
4. A follow-up activity can be for the students to create their own word jumbles.

TIME:	10 to 15 minutes
HANDOUTS/ MATERIALS:	WORD JUMBLE

HANDOUT: WORD JUMBLE

1. useab________________________________
2. grud________________________________
3. alocohl________________________________
4. dictad________________________________
5. yden________________________________
6. wal________________________________
7. thealh________________________________
8. oochse________________________________
9. famyil________________________________
10. acft________________________________

JOURNALS

Ideally, each of you will be writing in your journal on a regular basis, at least once or twice a week. This should be "free writing," that is, writing for about five or ten minutes straight about whatever comes to your mind.

If you need some ideas to get you going during this unit, here are some suggestions. Try to write at least two paragraphs for each sentence you choose to complete. A complete paragraph includes an introductory sentence, about three or more sentences, and then a concluding sentence.

- It is important to steer clear of drugs because:
- When people don't express their feelings:
- Sometimes it is difficult for me to express my feelings because:
- Advertising is very powerful because:
- Some ways I will avoid substance abuse are:

CLOSURE

Closure is an important part of learning. Ending each unit with a structured activity will: 1) reinforce what was learned in the unit; 2) illustrate how the concepts can be applied to one's life; 3) make connections between previous and future learning; and 4) clear the air to start a new topic. A quick wrap-up activity will create a sense of completion which, for many, is followed by feelings of success.

Suggestions:

1. Discuss any or all of these questions:
    - What were the main ideas in this unit?
    - What did you like best/least about this unit?
    - What did you learn in this unit that will have a lasting influence on you?
    - What about this unit will you remember 5 years from now?
    - What about this unit would you want to teach to a friend?

   Alternatively, students could write their responses to the above questions.

2. Ask students to complete this sentence and elaborate for a few paragraphs: Now that we have finished this unit on *Substance Abuse,* I am different in these ways:

3. Ask students to think about how the ideas in this unit are connected to the ideas in previous units. Discuss this as a group.

4. Review the vocabulary words that you taught at the beginning of the unit, and talk with students about ways they can incorporate these words into their daily working vocabulary.

5. Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.

6. Ask students to write answers to the following questions:
    - What was the high point of this week?
    - List 1or 2 ways this week could have been better. How can you help bring this about?
    - Identify 3 choices you made this week.
    - Whom were you in emphatic agreement or disagreement with this week?
    - What is one thing you wish you had finished this week?
    - What made you feel proud of yourself this week?

Unit 15: Self Preservation

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OVERVIEW

Growing up is hard to do. We live in a fast-moving world where today's unknown is the reality of tomorrow. We are barraged constantly by television, radio, and other media, as well as daily noises, conversation, and commotion. It can all be very confusing and demanding. Sometimes we are pulled in two different directions at the same time and don't know which way to turn. Some of daily life seems like a breeze and some of daily life seems like a thorn in our side.

Stress. There is no escape from stress, our lives are full of stress. There is "good" stress and there is "bad" stress. The challenge is to learn how you react to stress and to learn techniques that will allow you to cope with stress and be confident about yourself.

This unit will focus on anger, one of the many stresses in our lives. We all get mad about things--you wouldn't be normal if you didn't. Many people think anger is bad or mean, but there are healthy ways to get mad, allowing anger to be an acceptable part of your life. Knowing how to get mad without offending others is an important self-preservation skill.

Thoughts to Ponder

A diamond is a chunk of coal that made good under pressure.
Anonymous

The most wasted of all our days are those in which we have not laughed.
Nicholas-Sebastien de Chamfort

The teeth are smiling, but is the heart?
Congolese Proverb

There is only one way to happiness, and that is to cease worrying about things which are beyond our will.
Epictetus

If one is lucky, a solitary fantasy can totally transform one million realities.
Maya Angelou

Success comes before work only in the dictionary.
Anonymous

You cannot change the music of your soul.
Katherine Hepburn

VOCABULARY

1.	***alienation***	feeling like you do not belong when you think you should or want to belong
2.	***anxiety***	feeling nervous or worried about things
3.	***constructive***	contributing something that improves a situation or a relationship
4.	***coping***	being able to handle the demands made on you by other people, yourself, or your work
5.	***fear***	feeling anxious or afraid that something or someone will harm you
6.	***loneliness***	wanting to be with your friends or family instead of being by yourself
7.	***reaction***	what you do, say, or think in response to something that happens to you
8.	***self-assessment***	being able to identify both your strengths and weaknesses
9.	***significant event***	something that happens in your life that you never forget; it usually changes or affects the way you feel about someone or something
10.	***threatening***	the kind of behavior displayed by a person, place, or thing that you feel could hurt you

ACTIVITY: ARE YOU UNDER STRESS?

OBJECTIVE: Students will understand what stress is and how easily it can affect all of our lives.

PROCESS:

1. Give students some definitions of stress:
   - Stress is something in our life that is emotionally disruptive or upsetting, such as a loved one's death, a divorce, peer pressure to do something you don't want to do, a final exam in a difficult class, marriage, holidays. There are both positive and negative stresses in our lives.
   - There are different kinds of stressful events:
     a. some are predictable, yet avoidable, e.g., driving home in a storm, walking in a park alone at night, being pressured to drink at a party
     b. some are neither predictable nor avoidable, e.g., parents getting a divorce, getting in an accident and becoming a handicapped person, sudden death of a loved one
     c. some are predictable but not avoidable, e.g., final exams, visiting with family when you would rather be with friends, working to support yourself/family

2. Each of the different kinds of stresses has some different general coping strategies, such as:
   a. Predictable and avoidable stresses:
      - identify the cause of stress
      - explore your options
      - take action--the choice is yours

   b. Unpredictable and unavoidable stresses:
      - a healthy self-esteem is needed
      - learn to "cooperate with the inevitable"
      - "Grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference."

ARE YOU UNDER STRESS? (cont'd.)

c. Predictable but unavoidable stresses:
  - good work habits are needed
  - first do the thing you wish to do least
  - set realistic goals every day
  - do every task--large or small--with full attention, effort and pride

3. Let the students talk about different types of stress they may be experiencing. Next, have them talk about what they do to relieve stress.

4. Ask them to complete the handout, STRESS TEST FOR YOUTH. Before they add up their points, explain that everyone, even people who may not feel stress, accrues points on this kind of test. It is when our scores get very high that our bodies and minds have reactions to stress, unless we take careful precautions to relieve the stress.

5. Ask the students to add up their scores. Some of the students may come up with very high scores. Explain that many of these events on the stress test are positive and that even positive events can be stressful. Reassure them that stress is unavoidable and it is our challenge to find ways to relieve the stress. High scores should not necessarily be scary, but they should be a message that encourages the youth to realize that their stresses can affect their lives in many uncomfortable ways.

TIME: One class period

HANDOUTS/ MATERIALS: STRESS TEST FOR YOUTH

HANDOUT: STRESS TEST FOR YOUTH

This test estimates the impact of recent changes in your life. Circle the number for the life change units that you have experienced within the past year and total your points.

Rank	Life Event	Life Change Units
1	Getting married	101
2	Pregnancy	92
3	Death of a parent	87
4	Acquiring a visible deformity	81
5	Divorce of parents	77
6	Fathering an unwed pregnancy	77
7	Becoming involved with drugs or alcohol	76
8	Jail sentence of parent for one year or more	75
9	Marital separation of parents	69
10	Death of a brother or sister	68
11	Change in child's acceptance by peers	67
12	Pregnancy in unwed teenage sister	64
13	Discovery of being an adopted child	64
14	Marriage of parent to stepparent	63
15	Death of a close friend	63
16	Having a visible congenital deformity	62
17	Serious illness requiring hospitalization of child	58
18	Failure of a grade in school	56
19	Move to a new school district	56
20	Not making a desired extracurricular activity	55
21	Serious illness requiring hospitalization of parent	55
22	Jail sentence of parent for 30 days or less	53
23	Breaking up with a boyfriend or girlfriend	53
24	Beginning to date	51
25	Suspension from school	50
26	Birth of a brother or sister	50
27	Increase in number of arguments with parents	47
28	Increase in number of arguments between parents	46

STRESS TEST FOR YOUTH (cont'd.)

Rank	Life Event	Life Change Units
29	Loss of job by a parent	46
30	Outstanding personal achievement	46
31	Change in parents' financial status	45
32	Being accepted at college of choice	43
33	Beginning senior high school	42
34	Serious illness requiring hospitalization of brother or sister	41
35	Change in father's occupation requiring increased absence from home	38
36	Brother or sister leaving home	37
37	Death of a grandparent	36
38	Addition of third adult to family (i.e., grandparent, etc.)	34
39	Becoming a full fledged member of a church	31
40	Decrease in number of arguments between parents	27
41	Decrease in number of arguments with parents	26
42	Mother beginning to work	26

MY TOTAL: ____________

A score below 150 indicates about average stress load. A score between 150 and 300 indicates a better than average chance of showing some symptoms of stress. A score above 300 indicates a strong likelihood that serious change in health and/or behavior can occur, and the person should learn some effective coping mechanisms.

Source: Journal of Psychosomatic Research. Vol 18, pp. 7 to 18. Pergamon Press. 1972.

ACTIVITY: PRIVATE THOUGHTS

OBJECTIVE: Students will reflect on some significant personal events and feelings.

PROCESS:

1. Talk with students about how most of us could benefit from spending more time thinking about and expressing our feelings. It can be difficult to talk about our inner feelings; it can even be difficult to think about them privately. When we keep our feelings to ourselves, they build up and can cause unnecessary stress and unhappiness. Keeping our feelings to ourselves can also cause other people stress and unhappiness (refer back to the Unit 5 activity on misunderstandings).

2. Ask students to discuss why they think it is often difficult to think about our own private thoughts, e.g., we don't want to admit them even to ourselves; we might be embarrassed; it may be scary.

3. Distribute the handout, TWENTY-FIVE THOUGHTS. Give the students time to complete all the sentences. Reassure them that they do not need to share this information with the class. Use your discretion about whether you want to collect them. If you do, you could use this information to guide your teaching of this unit as well as to guide your counseling sessions with the students.

4. After they have finished their sentences, ask them to look over their answers and write two well constructed paragraphs about what they learned about themselves.

TIME: One class period

HANDOUTS/ MATERIALS: TWENTY-FIVE THOUGHTS

HANDOUT: TWENTY-FIVE THOUGHTS

1. I'd like to tell my best friend . . . ______________________________
2. I think my parents . . . ______________________________
3. If I had $500.00 I would . . . ______________________________
4. Many people don't agree with me about . . . ______________________________
5. The happiest day in my life was . . . ______________________________
6. If I were 5 years older . . . ______________________________
7. My favorite place to be is . . . ______________________________
8. When I'm home alone, I . . . ______________________________
9. My bluest days are . . . ______________________________
10. My best friend can be counted on to . . . ______________________________
11. I am best at . . . ______________________________
12. People can hurt my feelings most by . . . ______________________________

TWENTY-FIVE THOUGHTS (cont'd.)

13. In a group I am . . . ______________________________

14. I get angry when . . . ______________________________

15. I have accomplished . . . ______________________________

16. I really enjoy being a part of a group when . . . ______________________________

17. People who expect a lot from me make me feel . . . ______________________________

18. If I were in charge here, I would . . . ______________________________

19. The worst thing I ever did was . . . ______________________________

20. I feel the best when . . . ______________________________

21. I feel peer pressure to . . . ______________________________

22. What worries me most is . . . ______________________________

23. I am afraid of . . . ______________________________

24. My greatest mistake was . . . ______________________________

25. The best thing I ever did was . . . ______________________________

ACTIVITY:	AN AUTOBIOPOEM
OBJECTIVE:	Students will think about how feeling good about oneself can help manage stress.

PROCESS:

1. Discuss with students the concept that stress can wear us down and wear us out. It is both hard on our minds and hard on our bodies. When stress becomes a burden and difficult to manage, we begin to lose faith in ourselves. When we lose faith in ourselves, we lose our self confidence and self-esteem. In the midst of stressful events, we need to be kind to ourselves as well as to others. A person with high self-esteem can more easily avoid the negative results of stressful situations.

2. What are some things you can do for yourself for a personal treat (e.g., buy yourself a present, take a shower until the hot water runs out, talk on the phone as long as you want, have a hot fudge sundae without thinking about the calories, write yourself a letter of appreciation)? Remind the students that many times we forget to treat ourselves.

3. This AUTOBIOPOEM exercise is intended to give the students a strong sense of self as they write a poem about themselves. Distribute the handout, AUTOBIOPOEM.

4. You may or may not want to ask the students to share their poems. Whichever you choose to do, end the session with asking the students to think about their poem and write down all the nice things they could do for themselves, similar to the personal treats discussed above.

TIME:	One class period
MATERIALS/ HANDOUTS:	AUTOBIOPOEM

HANDOUT: AUTOBIOPOEM

Follow these directions and you will discover that you are a poet. On a separate sheet of paper, write only what is indicated on each line.

Line 1: Your first name only

Line 2: Four traits (adjectives) which describe you

Line 3: Son/Daughter of ..... or Brother/Sister of .....

Line 4: Lover of (three ideas or people or a combination)

Line 5: Who feels (three sensations)

Line 6: Who finds happiness in (three items)

Line 7: Who needs (three items)

Line 8: Who gives (three items)

Line 9: Who fears (three items)

Line 10: Who would like to see (three items)

Line 11: Who enjoys (three items)

Line 12: Who likes to wear (three colors or three items)

Line 13: Resident of (your city), (your street or road name)

Line 14: Your last name only

ACTIVITY: HOW EASILY DO YOU GET MAD?

OBJECTIVE: Students will have an idea of how they could respond to various situations that can trigger anger.

PROCESS:

1. Tell students you are going to do a few activities related to anger and temper control. Getting mad and expressing it in unproductive ways can be hard on your own emotions as well as those around you, i.e., stress. There are ways to get angry with someone in a constructive way; this will be discussed in an upcoming activity.

2. Distribute the ANGER INVENTORY and ask students to complete it.

3. Some discussion questions after completing the ANGER INVENTORY:
   - Look at where you marked "3" or "4" or "5" and think what those situations are.
   - What is the difference between a "3" and a "5" in how you react?
   - How do you feel when someone reacts with anger to something about which you care very little?
   - How do you think other people feel when you react angrily to a situation that seems unimportant to them?

4. See if there are common themes in the situations that cause the greatest anger. If so, discuss these as a group.

5. Tell students that the next few activities will teach about how we can control our tempers rather than letting our tempers control us.

TIME: One class period

HANDOUTS/ MATERIALS: ANGER INVENTORY

HANDOUT: ANGER INVENTORY

Circle the number at the end of each statement that best indicates how you would feel in that situation.

1 = not really bothered
2 = slightly annoyed
3 = angry
4 = very angry
5 = ready to "blow up"

1. Someone cuts in front of you in line. 1 2 3 4 5
2. You don't get to take a turn at a game. 1 2 3 4 5
3. Someone calls you a name. 1 2 3 4 5
4. You forgot to do an important homework assignment. 1 2 3 4 5
5. Your team said it was your fault they lost a game. 1 2 3 4 5
6. You tear a big hole in your favorite shirt. 1 2 3 4 5
7. Someone hits or kicks you. 1 2 3 4 5
8. Two people who are starting a game tell you that you cannot play with them. 1 2 3 4 5
9. Your parents won't allow you to buy an expensive jacket. 1 2 3 4 5
10. You get a poor grade on your report card. 1 2 3 4 5
11. You see someone hurting an animal. 1 2 3 4 5
12. Your bus driver tells you that you are being too noisy. 1 2 3 4 5
13. A friend is having a party and you were not invited. 1 2 3 4 5

ANGER INVENTORY (cont'd.)

14. Someone uses your school locker without your permission. 1 2 3 4 5

15. It rains the day you had a picnic planned. 1 2 3 4 5

16. Your favorite movie is being shown on TV, but your parents won't let you stay up to watch it. 1 2 3 4 5

17. Someone steals something from you. 1 2 3 4 5

18. The teacher doesn't give you enough time to finish an assignment. 1 2 3 4 5

19. You are telling the truth, but no one believes you. 1 2 3 4 5

20. You see a big kid picking on a little kid. 1 2 3 4 5

21. You get wet walking to school, and you can't change to dry clothes. 1 2 3 4 5

22. Someone calls you a liar. 1 2 3 4 5

23. Someone else makes a mistake and blames you. 1 2 3 4 5

24. An adult catches you telling a lie. 1 2 3 4 5

25. Someone yells at you when you accidentally drop something. 1 2 3 4 5

26. You have to clean up someone else's mess. 1 2 3 4 5

27. Someone asks you to do something that is too difficult for you. 1 2 3 4 5

28. You have to work with someone you don't like. 1 2 3 4 5

29. You hear someone talking about you behind your back. 1 2 3 4 5

30. Someone rushes past you and knocks you down. 1 2 3 4 5

ANGER INVENTORY (cont'd.)

31. You see someone breaking school rules. 1 2 3 4 5

32. You signed up for a basketball but someone else takes it before you. 1 2 3 4 5

33. You forget your lunch at home. 1 2 3 4 5

34. Someone tells you that your clothes are funny looking. 1 2 3 4 5

35. Someone promised you a certain gift but gave you something else instead. 1 2 3 4 5

36. The person you thought was your best friend doesn't want to talk to you now. 1 2 3 4 5

37. You miss your bus. 1 2 3 4 5

38. You can't participate in sports because you don't have any transportation home after school. 1 2 3 4 5

39. You accidentally hit your thumb with a hammer. 1 2 3 4 5

40. The teacher punishes you for talking, but it was really the student next to you who was talking. 1 2 3 4 5

41. You notice a classmate cheating on a test. 1 2 3 4 5

42. The teacher gives you too much homework. 1 2 3 4 5

43. Your favorite class is cancelled because of an assembly. 1 2 3 4 5

44. Someone accuses you of something you didn't do. 1 2 3 4 5

45. A good friend is doing something you think is dangerous. 1 2 3 4 5

46. The television set is broken and no one seems anxious to fix it. 1 2 3 4 5

ANGER INVENTORY (cont'd.)

47. Your best friend is moving away. 1 2 3 4 5

48. You forgot where you put a library book and now it is overdue. 1 2 3 4 5

49. You have to buy lunch today, and the cafeteria is serving your least favorite food. 1 2 3 4 5

50. You fall and hurt yourself. 1 2 3 4 5

51. You make a mistake in class and everyone laughs. 1 2 3 4 5

52. The teacher keeps talking when it's break time. 1 2 3 4 5

53. You are moving to a different town. 1 2 3 4 5

54. You have to babysit all day Saturday. 1 2 3 4 5

55. You catch the chicken pox from your little sister. 1 2 3 4 5

ACTIVITY: GETTING MAD: ANGER DIARY

OBJECTIVE: Students will keep track of the times they feel angry.

PROCESS:

1. What is anger? Anger is a feeling, an emotion. It is often neither right nor wrong. Anger is one of many feelings. As one student said, "Anger is an outburst of things that need to come out." Let the students discuss what they think anger is, but be sure the above definition is covered.

2. Use the FEELING MAD exercise with the students so they can get in touch with their personal experience of anger.

3. Have the students describe feelings and situations when they have been angry. This is a list that students have contributed:
    - I sometimes feel angry when I'm tired.
    - I sometimes get angry when I'm under a deadline.
    - I get angry when people put me down, call me names, tease me, or criticize me.
    - When someone hurts me, I may want to make them hurt like I do.
    - When I really want to break the rules, I get mad.
    - When someone "rips me off" and I feel cheated, I get mad.
    - When there is a loss situation (divorce, death, move) over which I have no control, I feel angry.
    - When I try hard and it's "not good enough," sometimes I get frustrated and angry.
    - When I'm accused of doing something I didn't do, I get angry.
    - Sometimes when I accidentally do something and people pick on me, I get mad.
    - When people won't listen to my side, I get mad.
    - If I've had a bad day, sometimes the least little thing makes me mad.

GETTING MAD: ANGER DIARY (cont'd.)

4. During these activities on anger, each student will begin to understand his/her unique anger pattern. Keeping an ANGER DIARY will be the working basis for discussions which begin each session. Soon the students will better understand his/her manner of managing anger. Go over the ANGER DIARY handout, covering the following:
   - Ask them to remember the last time they were angry.
   - Explain what "triggered" means.
   - Ask them to explain how they know their intensity level.
   - Many may find it difficult to verbalize their angry feelings. Encourage them to make up a thought to express what they were feeling.
   - Take a little time to discuss the outcome, pointing out the consequences.

5. Tell the students that they should keep their ANGER DIARY for the rest of the time you are working on this unit.

6. You could ask the students to talk with you or another staff member about their anger diaries.

TIME: One class period

HANDOUTS/ MATERIALS:
FEELING MAD *(for the teacher)*
ANGER DIARY

TEACHER NOTES: FEELING MAD

Take a moment to relax... Either close or unfocus your eyes... Clear your thoughts. Uncross your arms and legs. Take in and let out a deep breath. Picture a situation in your life where you are angry. Become aware of the setting in which this scene takes place. Who are you with? Is there a conversation? What is being said? What are you angry about? What other feelings are associated with your being angry? Is it O.K. with you that you're angry? What does being angry feel like to you? How does your body look or feel when you are angry? Relaxed or stiff? Tight in the belly or pain in the neck? What does your anger make you really want to do or say? What do you actually do or say? How does the other person with you react or respond to your actions or words? What has been accomplished or what has been resolved? What are you feeling now? Are you still angry? And finally, what else do you wish had happened to make you feel resolved and rid of your angry feelings?

Questions to discuss:

- What did you discover about what or who pushes the button that makes you feel angry?
- In your experience, what feelings seem to provoke, accompany, or underlie your anger?
- What do you do or say to yourself or others to express your anger?

HANDOUT: ANGER DIARY

Name:__________________________________

Date:__________________________________
Time:__________________________________

a. Who or what triggered my anger?________________________

b. How angry did I get? Calm 0 1 2 3 4 5 6 7 8 9 10 Blow-up

c. What was I thinking?________________________

d. What did I do?________________________

e. What was the outcome?________________________

f. How long did I stay angry?________________________

Date:__________________________________
Time:__________________________________

a. Who or what triggered my anger?________________________

b. How angry did I get? Calm 0 1 2 3 4 5 6 7 8 9 10 Blow-up

c. What was I thinking?________________________

d. What did I do?________________________

e. What was the outcome?________________________

f. How long did I stay angry?________________________

ANGER DIARY (cont'd.)

Name: ____

Date: ____
Time: ____

a. Who or what triggered my anger? ____
____

b. How angry did I get?
Calm 0 1 2 3 4 5 6 7 8 9 10 Blow-up

c. What was I thinking? ____
____

d. What did I do? ____
____

e. What was the outcome? ____
____

f. How long did I stay angry? ____
____

Date: ____
Time: ____

a. Who or what triggered my anger? ____
____

b. How angry did I get?
Calm 0 1 2 3 4 5 6 7 8 9 10 Blow-up

c. What was I thinking? ____
____

d. What did I do? ____
____

e. What was the outcome? ____
____

f. How long did I stay angry? ____
____

ACTIVITY: HOW NOT TO BE MAD

OBJECTIVE: Students will understand some destructive ways of expressing anger.

PROCESS:

1. There is a broad range of behaviors we can choose from to react to people or situations that provoke our anger. Each one of us tends to learn a few habitual responses when we become angry. Our habitual responses can range from destructive to constructive. An important first step in learning more about constructive and destructive behavior patterns is to first look at how not to get mad, the destructive patterns.

2. Distribute the handout, DESTRUCTIVE WAYS OF EXPRESSING ANGER.

3. Ask students to circle the behaviors that they sometimes exhibit. Discuss specific people or situations that trigger these reactions.

4. Remind students that these destructive ways of getting mad can result in personal costs or pain. Then distribute the handout, DESTRUCTIVE SELF-STATEMENTS. Carefully go over both of these handouts with the students. Once we realize that some of our behaviors have serious self-defeating consequences, we are more likely to want to learn more constructive ways of expressing anger. Point out that destructive self-statements can intensify our anger, and when the anger subsides we may feel worse about ourselves. The ultimate goal is not to eliminate, but to regulate our anger.

5. We can learn to regulate our anger by doing relaxation exercises such as this one:
   - Take a moment to relax--let your eyes close or unfocus; uncross your arms and legs. Take in a slow, deep breath. Let it flow out smoothly and slowly--continue the pattern: slow-deep-easy; easy in; easy out. Feel around in your body for muscles that are tight--arms, neck, face, back, stomach. Move those muscles slowly.

HOW NOT TO BE MAD (cont'd.)

Gradually allow tension and tightness to float away.

- Form a picture in your mind that is special to you, such as a place outside that is calm and peaceful. What does your special place look like? Are you alone or with friends. What do you notice around you? Are there sounds? Take a moment to enjoy your scene. Notice how your body feels. Calm-peaceful-relaxed. Gradually allow the picture to fade and let your eyes open.

6. You can use this pattern of deep breathing, muscle relaxation, and peaceful images at times when anger is creating a problem for you. It can be helpful to take a short break during periods of anger or conflict and go through this self-preservation process with yourself, or with a friend.

7. End this activity by telling the students that you will next talk about positive ways to get mad.

TIME: One class period

HANDOUTS/ MATERIALS:

DESTRUCTIVE WAYS OF EXPRESSING ANGER
DESTRUCTIVE SELF-STATEMENTS

HANDOUT: DESTRUCTIVE WAYS OF EXPRESSING ANGER

Constant arguing

Nagging

Blaming

Sulking/pouting

Avoiding issues

Name calling

Tantrums

Refusing to talk

Accusing

Constant complaining to friends

Denying anger

Running away

Verbal abuse

Cursing/swearing

Slamming or throwing things

Threatening with words

Screaming

Kicking dogs and cats

Destroying property or possessions

Physical aggression--hitting, kicking, biting

Threatening with weapon

HANDOUT: DESTRUCTIVE SELF-STATEMENTS

I'm not going to let him/her win this argument.

We're never going to solve this.

He/she doesn't care what I think.

I can't control myself when I'm in a rage.

I'll get him/her back for this.

He/she deserves what he/she gets.

I can't do much of anything right.

They won't listen to me.

My blow-ups don't bother my family.

It's my way or his/her way, and I'm not giving in.

Why does he/she always take it out on me?

If he/she loved me, he/she would pay more attention to me.

If he/she keeps nagging, I'm going to run away.

ACTIVITY: HOW TO GET MAD, PART I

OBJECTIVE: Students will learn techniques to express anger in a positive way.

PROCESS:

1. Distribute the handout, "YOU" STATEMENTS. Go over the definition and examples and then discuss with the students the negative impact of communicating in this manner. Ask the students how they would feel receiving such statements.

2. Distribute the handout, "I" STATEMENTS. Go over the definition, formula, and examples with the students. Discuss how this approach is less likely to make others react defensively and more likely to encourage problem solving. Illustrate how the "I" statements express anger without attacking.

3. Ask each student to think of stress or anger they have experienced recently in which they could have responded by using the "I" statement formula. Distribute the handout, FEELING WORDS, to help them with their statements. Ask the students to write some "I" statements and then discuss some of them.

4. Try to encourage use of "I" statements in the class in the next few weeks so the students will get practice and feel more comfortable with this kind of response.

5. Ask students to "collect" YOU statements that they hear in the next few days and report them back in class during the next session. With their collection, practice turning them into "I" statements.

TIME: 20 to 25 minutes

HANDOUTS/ MATERIALS:

"YOU" STATEMENTS
"I" STATEMENTS
FEELING WORDS

HANDOUT: "YOU" STATEMENTS

DEFINITION: Statements to other people that start with "YOU":

- Put them down
- Tell them what they should feel, think, or do
- Attempt to read their minds
- Discourage further conversation

EXAMPLES: You are so lazy and inconsiderate.

You should spend more time at home.

You never listen to what I say.

(You) get off my back and stop nagging.

RESULT: These kinds of statements:

- Shift focus away from problem solving.
- Make other person defensive.
- Increase anger.
- Encourage retaliation.
- Make problem less likely to be solved.

HANDOUT: "I" STATEMENTS

DEFINITION: Statements to other people that start with "I":

- Give information about me, my feelings, my needs in a manner that shows respect and concern for you.
- Give you a choice about how to react to what I told you about me.

FORMULA: I feel ____________________ when ______________________
(feeling) (situation)

because ____.
(reason)

EXAMPLES: I feel hurt when you walk away while I'm talking because my opinion is worthwhile.

I feel anxious when my parents argue in front of me because I don't really want to take sides.

I feel relieved when we finally sit down and talk because I know we care about each other.

RESULT: The speaker's feeling are clearly expressed.

The problematic situation is described and focused on.

The listener is invited to respond.

HANDOUT: FEELING WORDS

Comfortable Words

accepted
amused
appreciated
concerned
confident
curious
delighted
encouraged
excited
free
glad
happy
hopeful
inspired
loved
loving
overjoyed
pleased
proud
relieved
satisfied
secure
supported
surprised
thankful
trusted

Uncomfortable Words

angry
bored
bugged
confused
disappointed
disgusted
embarrassed
frustrated
guilty
helpless
humiliated
hurt
ignored
lonely
mean
nervous
rejected
sad
scared
self-conscious
silly
sorry
spacey
suspicious
troubled
worried

ACTIVITY: HOW TO GET MAD, Part II

OBJECTIVE: Students will practice techniques to express anger positively.

PROCESS:

1. Distribute the handout, POSITIVE INSTRUCTIONS FOR MANAGING YOUR TEMPER.

2. Outline on the chalkboard these five stages of controlling one's temper:
    - getting ready to be mad
    - staying calm
    - not taking it personally
    - did he/she really mean that?
    - how did I do?

3. On the handout, ask students to give a positive statement to replace the third negative statement in each stage.

4. Go over this exercise as a class and let students critique each other's positive interpretation of their negative statements.

TIME: 20 to 30 minutes

HANDOUTS/ MATERIALS: POSITIVE INSTRUCTIONS FOR MANAGING YOUR TEMPER

HANDOUT: POSITIVE INSTRUCTIONS FOR MANAGING YOUR TEMPER

1. Getting Ready to be Mad

Negative	Positive
"They won't listen to me."	"I'm not going to let this get me all upset."
"Why does she always take it out on me?"	"Remember, I can think better when I relax."
• "I just know I'm going to get blamed for my brother's mess."	• ______________________________
2. Staying Calm	
"I can't control myself when I'm in a rage."	"I'm getting real angry...time for a slow, deep breath."
"If she keeps nagging, I'm going to smack her."	"My fists are clenching. Let all my muscles go loose."
• "If he says that one more time, I'm walking out and never coming back."	• ______________________________
3. Not Taking it Personally	
"She doesn't care what I think."	"I need to listen to his/her feelings and ideas."
"It's my way or his way, and I'm not giving in."	"We need to come up with some ideas that will work for both of us. That way we can both win."
• "It's all my fault that our team lost."	• ______________________________

POSITIVE INSTRUCTIONS FOR MANAGING YOUR TEMPER (cont'd.)

	Negative	**Positive**
4.	Did He/She Really Mean That?!	
	"Who does he think he is to treat me like that!"	"Maybe he's having a rough day."
	"What a thoughtless and insensitive person she is!"	"She must be very unhappy if she would do such a thing."
	• "Nobody can talk to me that way!"	• ______________________________
5.	How Did I Do?	
	"I can't do much of anything right."	"That was rough, but it sure helps when I don't blow up."
	"I'll get him back for this."	"Well, I tried. I'll get it with a little more practice."
	• "I'll never talk to her again."	• ______________________________

ACTIVITY: COPING WITH STRESS

OBJECTIVE: Students will learn that everyone reacts to stress in different ways and that stress can have positive outcomes.

PROCESS:

1. Review the STRESS TEST FOR YOUTH and TWENTY-FIVE THOUGHTS. Ask students to think about their personal levels of stress and how they cope with that stress.

2. Lead a class discussion on how people know they are under stress and what coping mechanisms are beneficial. Some people have physical reactions to stress, such as headaches or stomach aches, while other people try to escape with drugs or alcohol. Long term effects of stress can lead to serious illness, exhaustion, and depression. Ask students to identify all of the ways they know in which different people react to stress. List them on the chalkboard.

3. Ask students to think about their own past and present ways of coping with stress. For example, children often cry when under stress, but many people do not consider that acceptable behavior for adults. What effect does that have on adults? Is there a difference between men and women concerning tears? What do some people do instead of crying?

4. Ask each student to try to identify what their body and mind feel like when they are feeling stress. Discuss how each of us is a very different being and there is no one right way to cope. There are, however, techniques that are known to help minimize the harmful daily results of stress, such as fatigue, headaches, and illness. Relaxation exercises are very effective--many people use relaxation tapes on a regular basis to slow down and momentarily escape stress.

COPING WITH STRESS (cont'd.)

5. Reassure students that stress, while it rarely feels good at the moment, is not necessarily always bad or negative. Experiencing and working through a stressful situation in a constructive way will often result in greater strength and stamina. People often say that they felt like a stronger person after recovering from a personally difficult time. It is most important to remember that:
   - we all experience stress
   - stress should be recognized and accepted as unavoidable
   - not recognizing stress will only result in it building up inside you--and you will be in less control when it does come out
   - there are some easy ways to reduce the daily effects of stress in your life
   - everyone needs help in coping with stress--that is what friends and family and doctors are here for

6. Invite a guest speaker to come to the class to discuss some relaxation techniques, such as the Quieting Response in the Teacher Notes or getting physical exercise regularly.

TIME:	Two class periods
HANDOUTS/ MATERIALS:	THE QUIETING RESPONSE *(for the teacher)*

TEACHER NOTES: THE QUIETING RESPONSE ("QR") or HOW TO HELP YOURSELF RELAX

The Quieting Response (QR) helps you gain control of a situation and decide what to do next, except, of course, when confronted by an emergency. However, by becoming conditioned to using QR, it is likely to snap on automatically even during emergency situations.

To become useful, QR requires practice. It may take a while to achieve the feelings of warmth, relaxation, and heaviness/lightness. Key feelings are warmth and progressive relaxation.

1. Be aware of your stress.
    - Recognize what is bothering you.
    - Know what your physical indicators are, for example, rapid breathing, sweaty palms, rapid heartbeat, butterflies in stomach, a stomach ache, temper flare-ups.

2. Have a personal signal, such as "I can remain calm" or "I can slow down."
    - Affirm that you own the ability to control the situation.
    - Say to yourself "I can remain calm," and give yourself the time to consider next steps and alternatives.

3. Breathing slowly helps you remain calm.
    - Breath in slowly, through your nose--imagine holes in the soles of your feet through which you can bring in and bring up warm air, all through your body, while telling yourself, "I can remain calm."
    - Concentrate on your breathing to help combat the physical effects of the stressor; slowing down breathing helps bring the parts of the body that have been alarmed back to more normal states.

4. Relax your jaw and lower your tongue while exhaling.
    - Relaxing your jaw will also relax facial muscles and clenched teeth.
    - Your tongue is usually pressed against the roof of the mouth during periods of stress, and lowering it will enhance relaxation.
    - Exhale, imagining air is leaving through the top of your head, and along with the exhaled air goes your stress.
    - Or, exhale, imagining air, which is warmed as it goes through your body, circulating back down to the soles of your feet, and leaving your body the same way it came in.

THE QUIETING RESPONSE ("QR") or HOW TO HELP YOURSELF RELAX (cont'd.)

5. Imagine yourself warm and peaceful.
    - Imagine warmth and heaviness simultaneously with exhaling in step 4.
    - Imagine warm air relaxing your body as it comes up through the soles of your feet, then lifting the stress right out of the top of your head.
    - Or, imagine warm air coming up through the soles of your feet to your head, then working its way back down and out, leaving a feeling of warmth and relaxation, much like lying in the sun.

ACTIVITY: WORD JUMBLE

OBJECTIVE: Students will play with words related to self-preservation.

PROCESS:

1. Distribute handout WORD JUMBLE.
2. The task is to unscramble the letters so each is a word related to this unit.
3. This activity could be done as a team competition, the winner being the first team to unjumble the words correctly.
4. A follow-up activity can be for the students to create their own word jumbles.

TIME: 10 to 15 minutes

HANDOUTS/ MATERIALS: WORD JUMBLE

HANDOUT: WORD JUMBLE

1. fels________________________________
2. reaf________________________________
3. lylone______________________________
4. poce________________________________
5. laxer_______________________________
6. dam_________________________________
7. lacm________________________________
8. geran_______________________________
9. iardy_______________________________
10. havebe______________________________

JOURNALS

Ideally, each of you will be writing in your journal on a regular basis, at least once or twice a week. This should be "free writing," that is, writing for about five or ten minutes straight about whatever comes to your mind.

If you need some ideas to get you going during this unit, here are some suggestions. Try to write at least two paragraphs for each sentence you choose to complete. A complete paragraph includes an introductory sentence, about three or more sentences, and then a concluding sentence.

- One thing that "stresses me out" is:
- When I feel "stressed out" I used to:__________________, but now I:
- Getting mad is difficult (or easy) for me because:
- The last time I got really mad was:
- Some ways that I relax are:

CLOSURE

Closure is an important part of learning. Ending each unit with a structured activity will: 1) reinforce what was learned in the unit; 2) illustrate how the concepts can be applied to one's life; 3) make connections between previous and future learning; and 4) clear the air to start a new topic. A quick wrap-up activity will create a sense of completion which, for many, is followed by feelings of success.

Suggestions:

1. Discuss any or all of these questions:
   - What were the main ideas in this unit?
   - What did you like best/least about this unit?
   - What did you learn in this unit that will have a lasting influence on you?
   - What about this unit will you remember 5 years from now?
   - What about this unit would you want to teach to a friend?

   Alternatively, students could write their responses to the above questions.

2. Ask students to complete this sentence and elaborate for a few paragraphs: Now that we have finished this unit on *Self Preservation*, I am different in these ways:

3. Ask students to think about how the ideas in this unit are connected to the ideas in previous units. Discuss this as a group.

4. Review the vocabulary words that you taught at the beginning of the unit, and talk with students about ways they can incorporate these words into their daily working vocabulary.

5. Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.

6. Ask students to write answers to the following questions:
   - What was the high point of this week?
   - List 1or 2 ways this week could have been better. How can you help bring this about?
   - Identify 3 choices you made this week.
   - Whom were you in emphatic agreement or disagreement with this week?
   - What is one thing you wish you had finished this week?
   - What made you feel proud of yourself this week?

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OVERVIEW

You probably have heard the phrase, "No man is an island." Eventually, we all realize that our lives are not isolated from others, that we are connected to one another, no matter how much of an individual we imagine ourselves to be.

As individuals, we are responsible to each other in many different contexts: families and friends, school, community, city, country, world. We must respect and support the members of our families; we have to be sensitive to the needs of our friends and be able to handle the pressures that come with friendships. We live in neighborhoods that depend upon good will and cooperation among residents in order to maintain a comfortable quality of life. And we are citizens of a country that needs our participation in the processes of government so that as many voices as possible are heard in determining the nation's direction and policies.

Some of these associations you do not choose--your family, for example, and, perhaps, the school you attend. Others you choose yourself—your friends, for instance—and you must be aware of the choices you make and the resulting responsibilities you have to the community to which you belong. This unit will discuss what it means to be a member of a community, what you can expect from belonging to a community, and what you must be willing to contribute to it.

Some of the questions which we will raise ask you to look at this mutual responsibility—between you and your community.

- What does your school offer you, and what do you offer your school?
- What does your community offer you, and what do you offer your community?
- What do you gain from contributing your time and energy to your friendships? to your school and/or neighborhood?

Thoughts to Ponder

This country will not be a good place for any of us to live in unless we make it a good place for all of us to live in.

Theodore Roosevelt

To live a full life, you must have something beyond your household, beyond your family, to broaden your existence.

Margaret Murie

Only a life in the service of others is worth living.

Albert Einstein

Three things in human life are important: The first is to be kind. The second is to be kind, and the third is to be kind.

Henry James

The time is always right to do what is right.

Martin Luther King, Jr.

The greatest tragedy is indifference.

Red Cross Slogan

The most important fact about spaceship earth: An instruction book didn't come with it.

R. Buckminster Fuller

The person who says it cannot be done should not interrupt the person doing it.

Chinese Proverb

VOCABULARY

1.	***contribute***	to give or supply to others
2.	***community***	a group of people living in the same locality; a social group having common interests, similarity, or identity
3.	***autonomous***	independent; self-contained
4.	***accountable***	to be responsible or answerable for a decision or an action
5.	***interdependent***	to be joined together pursuing a common goal
6.	***human services***	activities and programs designed to give assistance to those in need
7.	***meaningful***	something that is significant or important to you
8.	***mutual***	persons or things that have the same relationship one to another
9.	***resource***	something that can be turned to for support or help
10.	***metropolitan area***	the combination, for purposes of measuring population, etc., of city and surrounding suburbs

ACTIVITY: WHAT IS A COMMUNITY?

OBJECTIVE: Students will learn the connections between self, family, community, and society.

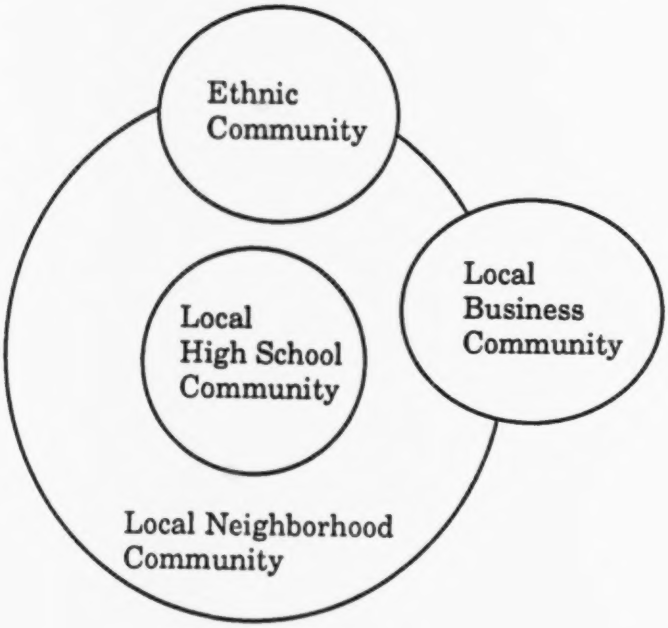
PROCESS:

1. Ask students to define the word "community" by writing their definition on a sheet of paper. Collect all the papers and read them aloud to come up with the best definition possible.

2. A typical dictionary definition is:

   "A group of people living in the same locality; a social group having common interests, similarity, or identity."

3. Ask students to give examples of local communities, such as the high school community, their neighborhood community, various ethnic communities, the business community, etc. Show how some communities overlap with other communities by drawing a rough diagram on the board such as:


Ethnic Community
Local High School Community
Local Business Community
Local Neighborhood Community

WHAT IS A COMMUNITY? (cont'd.)

4. Ask students to identify all of the communities to which they belong and to think about how they and their families interact in these communities. Discuss in particular how each student is a contributing member of the high school community.

5. Discuss with the students some of these questions:
   - What does it mean to be a part of a community?
   - What kinds of responsibilities do different people in the community have?
   - Are there certain interdependencies that exist within and among communities?
   - What benefits are there in "belonging" to a community?
   - What contributions do individuals often make to their communities?
   - Why do some communities organize into neighborhood groups?

TIME: One class period

HANDOUTS/ MATERIALS: None

ACTIVITY: MAPPING YOUR COMMUNITY

OBJECTIVE: Students will become aware of the many businesses and resources that are found in the local community.

PROCESS:

1. Divide the class into groups of 2 or 3 students. Each group should choose or be assigned a one to two block area of the business community near the high school. Avoid residential areas for the purposes of this lesson, and assign contiguous blocks to the teams.

2. The task for each group is to draw a large map of their assigned square block(s). On the map they should identify every business, service, etc., that exists there. Unless you can arrange a 2 to 3 period block of time, this may need to be done on a field trip or during non-school hours.

3. When all the maps are complete, display them on the class bulletin board.

4. After all the maps are displayed, the students should compile a list of all the jobs and careers that are reflected in the area they have mapped.

5. Discuss some of these questions:
   - What did you learn about the nearby business community?
   - Are there jobs in this area that you didn't know about?
   - Are there services in this area that you didn't know about?
   - Are there any jobs/careers of potential interest to you for a full or part-time job?

6. If the blocks assigned offer jobs, products, or services that are of interest to the students, a final part of this activity could be a letter from the class that asks for information about career opportunities.

MAPPING YOUR COMMUNITY (cont'd.)

TIME:	Two to three class periods
HANDOUTS/ MATERIALS:	Butcher paper, marking pens, street map of the area

ACTIVITY: WHERE TO GO FOR...

OBJECTIVE: The students will become aware of the services that are available to them in the community.

PROCESS:

1. Refer back to your previous discussions about community responsibilities and the purposes of community organizations.

2. Ask the students to develop a list of all of the services offered within the areas they mapped. Put this list on the chalkboard, and talk about which of the services the students use.

3. Every large community, such as a city or a metropolitan area, provides a broad array of services and resources for the benefit of its members. These are often called "human services." Some are free, some cost, and some offer a sliding fee scale. Ask the students to identify all of those kinds of services with which they're familiar. Some examples are:
   - *Legal information:* Legal Aid Society
   - *Family Planning*: County Health Services, Planned Parenthood
   - *Counseling and Referral:* Youth Service Centers, Metro Crisis Line
   - *Emergency Shelter:* Outside In, Boys and Girls Aid Society, National Runaway Hotline (1-800-231-6946)
   - *Child / Sex Abuse:* Women's Crisis Hotline, Parents Anonymous
   - *Alcohol / Drug Services:* Mainstream Youth Program, Alateen, Helpline
   - *Suicide and Crisis Intervention:* Emergency (911), Metro Crisis

   The phone numbers for these and other services are listed on the Teen Source card produced and distributed by the Multnomah County Department of Human Services. Most county governments will have similar services.

WHRE TO GO FOR... (cont'd.)

4. Some other kinds of services are available through public and private agencies such as:
   - Health Clinics (like the high school Teen Health Clinics)
   - Dental Information and Referral
   - Mental Health Clinics
   - Youth employment programs
   - RSVP (Retired Senior Volunteer Persons)
   - Meals on Wheels
   - Loaves and Fishes
   - Hospice

5. Expand these lists as far as you feel necessary/appropriate. Then assign one or two services to each student to research and to write a one page description. The descriptions that the students write should include at least:
   - Type of service
   - Name of agency
   - Address and telephone number
   - Detailed description of the kinds of assistance a client could expect
   - Fee structure

6. This activity could result in a catalogue of services that the class produces and distributes as a service to the high school community and even to the neighborhood. Students who know word processing could be the production crew and others could be editors and distributors.

TIME: Two to three class periods

HANDOUTS/ MATERIALS: None

ACTIVITY: ASK NOT WHAT YOUR COMMUNITY CAN DO FOR YOU, BUT WHAT YOU...

OBJECTIVE: Students will design a community service project.

PROCESS:

1. Distribute the handout, TEENAGERS AND COMMUNITY SERVICE. Discuss with students this statement on the handout:

   > "Today it is possible for American teenagers to finish high school yet never be asked to participate responsibly in life in or out of the school, never be encouraged to spend time with older people who may be lonely, to help a child who has not learned to read, to clean up the litter on the street, or even to do something meaningful at the school itself."
   >
   > - Ernest L. Boyer, High School

   Some potential discussion questions:
   - Do you agree or disagree with this statement?
   - Why do you think the author wrote the sentence?
   - How would your high school need to change in order to render this statement untrue?
   - How would you need to change in order to render this statement untrue?

2. With the students, make a list of the kinds of projects or activities Mr. Boyer is probably referring to in his statement about American teenagers. Some examples are:

   In-school possibilities:
   - tutor non-English speaking students
   - volunteer in the office or the library
   - patrol the school grounds and park

ASK NOT WHAT YOUR COMMUNITY CAN DO FOR YOU, BUT WHAT YOU... (cont'd.)

Community possibilities:
- tutoring younger students
- reading to elderly people
- raking leaves, helping prepare meals, running errands for disabled people
- visiting or writing letters to people in convalescent or nursing homes
- volunteering in day care centers, hospitals, museums, libraries, health clinics

4. Tell students that there are some high schools in the country that require a specified number of hours of community service in order to graduate, just like they require a certain number of English or math courses. There are also some people who want to add a community service requirement for every high school student to graduate. Let the students discuss their thoughts about that possibility.

5. Conclude this unit by talking with the class about a community service project which comprises the remainder of this unit.

TIME:	One to two class periods
HANDOUTS/ MATERIALS:	TEENAGERS AND COMMUNITY SERVICE

HANDOUT: TEENAGERS AND COMMUNITY SERVICE

> "Today it is possible for American teenagers to finish high school yet never be asked to participate responsibly in life in or out of the school, never be encouraged to spend time with older people who may be lonely, to help a child who has not learned to read, to clean up the litter on the street, or even to do something meaningful at the school itself."
>
> Ernest Boyer, High School

ACTIVITY: DO UNTO OTHERS...

OBJECTIVE: Students will complete a community service project.

PROCESS: The remainder of this unit can be done in a variety of ways, such as in one solid week, or during a day or two per week for a few weeks. The method you choose will depend on how your class is structured and how easily your students can access the community. Regardless of the chosen format, your community service project should include the following steps:

Step #1: As a group:
- Identify some local needs that could be community projects for the class, e.g., collecting and delivering toys to a children's hospital, "adopting" a retirement home or an elementary school class, starting a shopping or escort service for elderly residents in the neighborhood.
- Prioritize and choose one or two that can be accomplished in about 5 to 7 days.

Step #2: Illustrate on a bulletin board the project('s) title, purpose, tasks, and timeline.

Step #3: Assign specific tasks to each student, for example:
- Project Manager (leader)
- Assistant Manager (leader's helper)
- Photographer (or other documentation/record-keeper)
- Evaluation Team (did we succeed?)

Have each student write a paragraph detailing their task(s), how it is essential for project completion, and how they will know if they have successfully completed their assigned task(s).

Let the students read their tasks analyses to the whole class to assure that no critical activities have been left out. Discuss team cooperation and responsibility to the group.

DO UNTO OTHERS... (cont'd.)

Step #4: Engage in the project activities. If they are after school or weekend activities, use class time for discussion, offering advice, peer assistance, and planning.

Step #5: Upon completion of the activities, lead a class discussion about: 1) their accomplishments; 2) their feelings about their accomplishments; and 3) how they think others felt about their accomplishments.

List on the chalkboard the accomplishments that come out in the discussion. Then ask each student to write an essay about their personal experience, answering such questions as:

- In what specific activities did you engage?
- What kind of contact did you have with people in the community?
- How did you feel about making a useful contribution to the community?
- Do you think other classes/the school should engage in similar projects?

Step #6: Create a project summary using information and data gathered by the project photographer and evaluator. It could be a school-wide bulletin board display, a photo essay, an article for the school or city newspaper, a letter to the editor of the newspaper, or a letter to the Superintendent of schools.

ACTIVITY: WORD JUMBLE

OBJECTIVE: Students will play with words related to community resources.

PROCESS:

1. Distribute handout WORD JUMBLE.
2. The task is to unscramble the letters so each is a word related to this unit.
3. This activity could be done as a team competition, the winner being the first team to unjumble the words correctly.
4. A follow-up activity can be for the students to create their own word jumbles.

TIME: 10 to 15 minutes

HANDOUTS/ MATERIALS: WORD JUMBLE

HANDOUT: WORD JUMBLE

1. mmuncoity______________________________
2. vicesre______________________________
3. ocials______________________________
4. sourerec______________________________
5. genacy______________________________
6. rojpect______________________________
7. conbutetri______________________________
8. pendde______________________________
9. fulingmean______________________________
10. ffero______________________________

JOURNALS

Ideally, each of you will be writing in your journal on a regular basis, at least once or twice a week. This should be "free writing," that is, writing for about five or ten minutes straight about whatever comes to your mind.

If you need some ideas to get you going during this unit, here are some suggestions. Try to write at least two paragraphs for each sentence you choose to complete or question you choose to answer. A complete paragraph includes an introductory sentence, about three or more sentences, and then a concluding sentence.

- Write about a part of the community where you feel you "belong." Why do you feel you "belong" there? What do you get from it? What do you give to it?
- Write about a service in your community that you would like to use.
- Some ways I can contribute to my (school or neighborhood) community are:
- Answer the three questions at the end of the unit Overview.

CLOSURE

Closure is an important part of learning. Ending each unit with a structured activity will: 1) reinforce what was learned in the unit; 2) illustrate how the concepts can be applied to one's life; 3) make connections between previous and future learning; and 4) clear the air to start a new topic. A quick wrap-up activity will create a sense of completion which, for many, is followed by feelings of success.

Suggestions:

1. Discuss any or all of these questions:
    - What were the main ideas in this unit?
    - What did you like best/least about this unit?
    - What did you learn in this unit that will have a lasting influence on you?
    - What about this unit will you remember 5 years from now?
    - What about this unit would you want to teach to a friend?

    Alternatively, students could write their responses to the above questions.

2. Ask students to complete this sentence and elaborate for a few paragraphs: Now that we have finished this unit on *Community Resources,* I am different in these ways:

3. Ask students to think about how the ideas in this unit are connected to the ideas in previous units. Discuss this as a group.

4. Review the vocabulary words that you taught at the beginning of the unit, and talk with students about ways they can incorporate these words into their daily working vocabulary.

5. Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.

6. Ask students to write answers to the following questions:
    - What was the high point of this week?
    - List 1 or 2 ways this week could have been better. How can you help bring this about?
    - Identify 3 choices you made this week.
    - Whom were you in emphatic agreement or disagreement with this week?
    - What is one thing you wish you had finished this week?
    - What made you feel proud of yourself this week?

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OVERVIEW

This summer you will be a wage earner. If you think about it, many of the topics you have studied in this class are designed to help you become a successful worker. Review the titles of each unit you have done and think about how it could help you as an employee. Which do you think are most important for you?

This unit will lead you through a series of activities that will further help you to prepare for employment. You should think of it as a kind of "pre-employment training." You will possibly find that some of these activities will be important to you in getting and keeping your first jobs.

Divide this unit into three categories:

- Self-assessment--understanding your interests and skills as they relate to your role as a wage earner.
- Work maturity--the skills you need to be a successful employee.
- Job search skills--what you need to know to look for a job successfully.

As you complete each activity in this unit, try to remember your work experience last summer. Might it have been any different if you had thought about this activity before you went to work? Also, try to remember some of these activities while you work this coming summer; they will help you be successful!

(Most of the activities in this unit are adapted from The Private Industry Council's *Youth Employment Competencies Handbook*. Portland, OR. 1988.)

Thoughts to Ponder

Not knowing when the dawn will come, I open every door.
Emily Dickinson

Today is the first day of the rest of your life.
Abbie Hoffman

The first and great commandment is, Don't let them scare you.
Elmer Davis

Experience is a hard teacher. She gives the test first, the lessons afterwards.
Anonymous

I find the great thing in this world is not so much where we stand, as in what direction we are moving.
Oliver Wendell Holmes, Jr.

Better ask twice than lose your way once.
Danish Proverb

Give a man a fish and you feed him for a day; teach him to fish--and you feed him for a lifetime.
Native American Saying

VOCABULARY

1. ***maturity***	condition of optimum development; ripeness
2. ***appearance***	the outward impression you make on people as determined by your clothes, grooming, etc.
3. ***interest inventory***	a listing of things you're curious about and interested in; helpful for choosing jobs and careers
4. ***attitude***	your manner or feeling towards another person or thing; the stance you take towards life based on your values
5. ***recognition***	the acknowledgement of achievement
6. ***intellectual***	having a high level of mental capacity or to be guided more by thinking than by feeling
7. ***punctual***	being on time; prompt
8. ***expectation***	something you look forward to, usually with pleasure, sometimes with dread
9. ***professional***	having a job that requires special training and, likewise, demands a special sense of responsibility

ACTIVITY: HOBBIES AND INTERESTS

OBJECTIVE: *PIC Self-Assessment Competency:* Identify areas of employment interest.

PROCESS:

1. Ask students to complete the handout, HOBBIES AND INTERESTS.

2. Encourage the students to discuss what they learned about themselves. Are some of their hobbies skills that could be useful in the job market?

3. After the discussion, ask the students to complete the handout, WHAT KIND OF JOB DO YOU WANT?

4. Let students look at both exercises to analyze whether their hobbies and interests are compatible with the kinds of job situations they chose. Discuss how even though we have no guarantee of finding "the perfect job," some jobs are more appropriate than others for each of us. It is part of the purpose of classes like this one to help students think about finding jobs and careers that are interesting and appropriate.

TIME: 40 minutes

HANDOUTS/ MATERIALS:

HOBBIES AND INTERESTS
WHAT KIND OF JOB DO YOU WANT?

HANDOUT: HOBBIES AND INTERESTS

On this list of hobbies and interests, put a "X" by the ones you know and enjoy and a "Y" by the ones you would like to know more about.

A. _____ Sports
_____ Games
_____ Reading
_____ Cooking
_____ Dating
_____ Walking
_____ Sewing
_____ Parties
_____ School
_____ Cars
_____ Motorcycles
_____ Bicycles
_____ Skating
_____ Dancing

_____ Carpentry
_____ Models
_____ Dramatics
_____ T.V.
_____ Buying clothes
_____ Bowling
_____ Singing
_____ Hearing music
_____ Art
_____ Writing
_____ Fishing
_____ Babysitting
_____ Electronics
_____ Collecting

_____ World events
_____ Clubs
_____ Flying
_____ Sailing
_____ Camping
_____ Boating
_____ Seeing new places
_____ Self-improvement
_____ Public speaking
_____ Photography
_____ Visiting friends
_____ Others
____
____

B. For each of these three areas, write down some hobbies or interests you have:

Art: ____________________
____
____

Music: ____________________
____
____

Sports: ____________________
____
____

C. Do your hobbies form a pattern? Are they indoors, outdoors; done alone, with friends; creating, building? Are they musical, artistic? Write, in a sentence or two, what patterns they form and how they could be useful in the world of work.

____

____

HANDOUT: WHAT KIND OF JOB DO YOU WANT?

A. There are hundreds of different jobs available today. You need to focus your interests so you can begin to identify specific career areas to investigate. This exercise is to help you start thinking about the kinds of places where you would be happy working. Below are 11 incomplete sentences. For each sentence circle the ending(s) that fits you.

1. I want to work:
   - inside
   - outside
   - both
2. I want to:
   - be able to dress up for work
   - wear informal, everyday clothes
3. I want to:
   - work on my own
   - work as part of a team
4. I want to do:
   - handwork
   - brainwork
5. I want:
   - a job where I meet lots of people
   - a job that doesn't involve a lot of people contact
6. I want to work:
   - 10-20 hours a week
   - 20-30 hours a week
   - 30-40 hours a week
7. I want to work:
   - starting in the early morning
   - regular 9-5 hours
   - afternoons
   - evenings
   - any time
8. I want to work:
   - where I have a set schedule
   - where my schedule is flexible and may change from week to week
9. I want to work:
   - where I get holidays and weekends off
   - where I may have to work holidays and weekends
10. I prefer to work:
    - where I have only one or two main things to do
    - where I have several different things to do
11. I want to work because:
    - I need the money
    - I need to support myself
    - my parents said I should
    - all of my friends are doing it
    - I want to keep busy
    - I want to learn new things
    - other ____________________

WHAT KIND OF JOB DO YOU WANT? (cont'd.)

B. Read each of these job descriptions. Consider what that job would be like. Check "yes" if you think you would like working there. Check "no" if you think you would not. Tell why you chose yes or no.

1. Bill's Barbeque is a small, busy place. It is crowded and noisy at lunch time. Because people are in a hurry, they want their food fast. You are the only waiter or waitress.

____ Yes ____ No

Why?____

____

2. Bloom City is a small flower shop. It is neat and pleasant, with many pretty plants and flowers. Most of the time it is quiet and rarely has more than a few customers at a time. Sometimes an hour will pass without anyone coming in to buy flowers.

____ Yes ____ No

Why?____

____

3. Big Time Market is busy all the time with many workers who are closely supervised. It is acceptable to talk with customers and other workers, as long as the work gets done. You are on your feet a lot and moving around--unloading trucks, stocking shelves, or bagging groceries.

____ Yes ____ No

Why?____

____

4. Working for the Give-Away Gifts Co. gives you a lot of freedom. You are on your own, passing out ads from door-to-door. You leave the ads at the door, without talking to anyone inside. Each day you work in a different neighborhood.

____ Yes ____ No

Why?____

____

ACTIVITY: INTEREST INVENTORY

OBJECTIVE: *PIC Self-Assessment Competency*: Identify areas of employment interest.

PROCESS:

1. Every student should take a career interest inventory to help guide their thinking about requesting jobs for this summer, as well as for the future.
2. Some students may have taken one previously, but it will be useful for the entire class to do it together in the context of this unit. Explain that results of interest inventories can change over time, and that they are only one of many pieces of information we use to make decisions.
3. Suggested interest inventories:
   - Career Information System (CIS)--some schools have the computerized version and some use the manual worksheet; both are helpful.
   - Job-O--compares student interests and educational plans to 120 job skills.
   - COPSystem Interest Inventory--relates job interest scores to occupational clusters.
4. You should coordinate with the career counselor for assistance in administering the inventory.
5. After all students have completed their inventories, discuss with them how this information can help us make decisions about careers in our future as well as jobs for this coming summer.

TIME: Depends on the inventory administered

HANDOUTS/ MATERIALS: Depends on the inventory administered

ACTIVITY: WHAT AM I BEST AT? -- LET'S BRAG!

OBJECTIVE: *PIC Self-Assessment Competency:* Identify individual aptitudes and abilities as they relate to areas of employment interest.

PROCESS:

1. There are career ability tests available, such as the Career Ability Placement Survey (CAPS), but it would be sufficient at this stage to do some informal self-assessment, continuing next year with a more formal test.

2. Distribute the handout, WHAT AM I BEST AT? Assure students that it is "ok" to say we are good at some things--boast and be proud of yourself!--and it is "ok" to say there are certain things we are not so good at. Honesty in self-assessment is a skill that will help people get satisfying jobs.

3. After the students have completed the handout, ask them to write answers to these questions:
   - Look at the "yes" column in the handout and describe what "natural" abilities you have. (Talk about the difference between natural abilities and learned skills.)
   - What are some skills you have learned that make you a talented and employable person?
   - How have you changed for the best in the last year?
   - Of all the abilities you have, which make you the proudest?

4. Collect the students' answers and write personal comments that validate their responses.

TIME: One class period

HANDOUTS/ MATERIALS: WHAT AM I BEST AT?

HANDOUT: WHAT AM I BEST AT?

A. Each of us can do a lot of different things, but we don't all do the same things well. That is what makes each of us unique. Here is a list of abilities. Put a check (√) in the "Yes" column if you can do the activity. Put an X in the "Job" column if you might be able to apply this skill to a job.

ABILITY	YES	JOB
1. I can understand science articles		
2. I am good at solving math problems		
3. I am good at figuring things out		
4. I can play an instrument		
5. I can write well		
6. I can make clothes/gifts		
7. I am good at using my hands to fix things		
8. I can dance		
9. I can draw		
10. I am good at explaining things		
11. I am good at remembering things		
12. I am good at making decisions		
13. I am good at listening to people		
14. I can work well with others		
15. I know how to care for sick people		
16. I know how to care for old people		
17. I know how to care for children		
18. I can teach children		
19. I can teach adults		
20. I am good at helping people with problems		
21. I can plan and arrange different events like meetings, cake sales, and parties		

WHAT AM I BEST AT? (cont'd.)

ABILITY	YES	JOB
22. I can get people to do things my way		
23. I am a good salesperson		
24. I have started, or run, a group or club		
25. I am a good talker		
26. I can take telephone messages		
27. I can work well under pressures		
28. I am good with numbers		
29. I can use a computer		
30. I can spell well		

ACTIVITY: WILL YOUR ATTITUDE EARN MONEY?

OBJECTIVE: *PIC Self-Assessment Competency:* Identify personal values and attitudes and how they relate to the world of work.

PROCESS:

1. Explain that your attitude is the stance you take towards life based on your values. You show your attitude by how you relate to people and things. Your attitude is your state of mind that makes you respond in certain ways to certain situations. Ask for examples of a positive/negative attitude.

2. Let students know that employers say that a poor attitude is one of the main reasons that people lose their jobs. Employers are willing to teach a job skill you may not know, but they are usually not willing to cope with negative attitudes among their employees.

3. Distribute the handout, WHAT'S YOUR ATTITUDE? Go through each list with the class so they get a general sense of what positive and negative behaviors are. Then ask students to role play some of the behaviors in the following way. Divide the class into groups of four with two pairs in each group. Assign each group of four one of the behaviors. One pair will take the positive behavior and one the negative behavior to create a scene that demonstrates each behavior in a work setting. Let students perform their role play situations and discuss each attitude after both pairs have finished.

4. Ask the students to set a few attitude goals for their summer job.

TIME: 20 to 30 minutes

HANDOUTS/ MATERIALS: WHAT'S YOUR ATTITUDE?

HANDOUT: WHAT'S YOUR ATTITUDE?

These lists show you the behavioral characteristics of people who have positive or desirable attitudes compared with those who have negative or poor attitudes. Look at these lists to see where your attitude is.

POSITIVE ATTITUDE	NEGATIVE ATTITUDE
1. Smiles easily	1. Rarely smiles
2. Willing to try new ideas, dress, and change behavior when appropriate	2. Unwilling to change
3. Able to see the other person's point of view	3. Unable to see the other person's point of view
4. Doesn't complain	4. Complains alot
5. Accepts responsibility for mistakes	5. Blames others for own mistakes or short comings
6. Seldom criticizes others	6. Very critical of others
7. Considers what is good for or helpful to others	7. Thinks only of self, "What's in it for me?"
8. When talking with other people, looks them in the eye	8. Unwilling or unable to look the other person in the eye
9. Respects the ideas and opinions of others	9. Tries to force ideas and opinions on others
10. Never makes excuses	10. Often makes excuses
11. Has a variety of interests	11. Few interests, is often bored

ACTIVITY: WHAT EMPLOYERS LOOK FOR

OBJECTIVE: *PIC Work Maturity Competency:* Demonstrate an understanding of employer expectations.

PROCESS:

1. In the previous few exercises, you've helped the students think about some of their own personal attitudes and abilities i.e., self-assessment. You're now moving to a topic that focuses on the qualities that make a person successful at work, i.e., work maturity. This activity introduces the concept of understanding what it takes to be a successful employee.

2. Let students pretend that they are the boss of a small company (10 employees) that does the advertising for local rock concerts. Ask them to complete the handout, WHO'S THE BOSS HERE?! After they have completed the exercise individually, record their answers on the chalkboard.

3. Distribute the handout, EMPLOYER EXPECTATIONS, and let students add to the lists on the board.

4. Ask students to pick two of the expectations that they need to work on and write a paragraph or an essay about how they will improve in this area while working this summer.

TIME: One class period

HANDOUTS/ MATERIALS:

WHO'S THE BOSS HERE?!
EMPLOYER EXPECTATIONS

HANDOUT: WHO'S THE BOSS HERE?!

Sometimes keeping a job can be as hard as finding one. We want to know that you know how to keep a job. Put yourself in the place of an employer. If you owned a company, what would you expect of your employees?

I would expect my employees to:

- ____
- ____
- ____
- ____
- ____

I would fire an employee if he/she:

- ____
- ____
- ____
- ____
- ____

HANDOUT: EMPLOYER EXPECTATIONS

Recent research and employer surveys show that most employers will expect the following from all their employees:

1. Be there.

2. Be on time.

3. Dress appropriately.
    - clothing/dress
    - personal grooming

4. Observe professional courtesies.
    - calling in sick when necessary
    - following rules and policies
    - cooperating with others
    - respecting others

5. Provide accurate information for company records.

6. Respect employer/employee relationships.

7. Conduct yourself in a confident, polished manner.
    - being assertive, not aggressive
    - being honest and enthusiastic
    - accepting responsibilities
    - being friendly

8. Good work habits.
    - willing to learn new skills
    - handling supervision/criticism
    - communicating with co-workers
    - using thinking/reasoning skills
    - arriving prepared to work

ACTIVITY: RULES! RULES! RULES!

OBJECTIVE: *PIC Work Maturity Competency:* Demonstrate appropriate punctuality and attendance.

PROCESS:

1. Any organization requires a set of commonly understood guidelines, otherwise known as rules, if it is to function smoothly. Families have rules, schools have rules, and employers have rules. Some are written, some are just understood, and some are simply good common sense. Ask students to give examples of family rules, school rules, and work rules. Record the answers on the chalkboard, and then mark each rule according to whether it is: 1) a written policy, 2) "understood," or 3) just common sense. Discuss how people find out about rules that may not be written policy, e.g., talking with co-workers, asking questions of the boss.

2. Discuss why rules are important, for example:
   - equal treatment
   - protection for everyone
   - prevention of damage
   - efficient use of time

3. This activity deals with the "rule" (expectation) of punctuality and attendance. Ask students why, in their opinions, punctuality is a rule in every organization, large or small.

4. Distribute the handout, ATTENDANCE RULES. For each of the attendance rules, ask the students to write a reason that rule would be important to them if they were a business owner who employed people.

5. Lead a discussion about attendance and punctuality during which students share the reasons they wrote on the handout.

TIME: 20 to 30 minutes

HANDOUTS/ MATERIALS: ATTENDANCE RULES

HANDOUT: ATTENDANCE RULES

1. Always leave for work a little early. It's better to be early than one minute late.

   Reason:____

2. Take your breaks, but don't leave early or get back late.

   Reason:____

3. If you have a special reason for being absent, like a court date or doctor appointment, let your employer know in advance.

   Reason:____

4. Save your sick time for when you are really sick.

   Reason:____

5. Stay home when you are really sick with something contagious.

   Reason:____

6. Stay home when you are really sick, and the doctor told you to stay in bed.

   Reason:____

7. Stay home when you must help in a family emergency.

   Reason:____

8. If you are out more than one day, call each day.

   Reason:____

9. Work isn't like school. A written excuse isn't what your supervisor wants. Your supervisor expects you to be at work!

   Reason:____

ACTIVITY: POSITIVE SOLUTIONS

OBJECTIVE: *PIC Work Maturity Competency:* Demonstrate a positive attitude in a work environment.

PROCESS:

1. Talk with students about how each person, whether in school or at work, holds the power to try to create a positive ending to what could be a negative situation. It may not always work, but it is important to have the skills to try.

2. Let students rate themselves on the handout, POSITIVE PERSONALITY SCALE. After they each total their scores, you could do an average for the class. If the class average is low, you should talk about how this will affect their success at their jobs this summer. For individual students who have low scores, this should initiate some personal assistance from the summer staff for that student.

3. Distribute the handout, POSITIVE SOLUTIONS, and let students create positive endings to each of the work descriptions. Ask them to remember the personality characteristics on the rating scale as they write their answers.

4. Help students reflect back on the discussions you have had about employee expectations.

TIME: 20 minutes

HANDOUTS/ MATERIALS:

POSITIVE PERSONALITY SCALE
POSITIVE SOLUTIONS

HANDOUT: POSITIVE PERSONALITY SCALE

DIRECTIONS: On a scale of 1 to 5, rate yourself on the positive personality characteristics below. Five (5) represents high and one (1) represents low.

CHARACTERISTICS	RATING
1. Generally cheerful	________
2. Easy to get along with	________
3. Honest	________
4. Thoughtful of others' needs	________
5. Optimistic	________
6. Friendly and smile a lot	________
7. Polite	________
8. Can accept criticism	________
9. Sense of humor	________
10. High respect for others	________
11. Control temper	________
12. Enjoy trying new things	________
TOTAL	________

60-55 = Extremely positive person!
54-50 = Quite positive
49-40 = Generally positive
39-36 = Ho-hum attitude
35-0 = Need attitude adjustment

HANDOUT: POSITIVE SOLUTIONS

1. Ron was supposed to be at work at 7:30 in the morning. Last night he forgot to set his alarm and he didn't wake up until almost 9:00. He figured he couldn't even get to work until at least 10:00. Ron should:

2. Tammy saw a problem coming. She was supposed to work on Saturday night, and she also had tickets to see Michael Jackson perform in concert. Tammy should:

3. When Marc tried getting out of bed in the morning, he discovered that he felt quite ill. Marc should:

4. Jamie worked at a clothing store. It was a warm day and a lot of friends were planning to get together for a party. Jamie had never skipped work and wasn't sure what to do. Her best friend called up and tried to convince her to go to the party. Jamie should:

5. Carlos was hired as a mechanic. He was asked to do mainly clean-up and odd jobs in the garage. After two weeks, he became tired of "dirty work." Carlos should:

ACTIVITY: TO ASK OR NOT TO ASK

OBJECTIVE: *PIC Work Maturity Competency:* Demonstrate ability to follow directions and to ask questions as needed.

PROCESS:

1. Tell students you are going to talk about the importance of following directions and you are going to start with a quick exercise.

2. Distribute handout, FOLLOWING DIRECTIONS. After the group is finished, let them talk about the activity, stressing these points:
   - Does being in a hurry affect our ability to follow directions?
   - Why is it important to read all instructions before starting a task?
   - In what situations could it be disastrous if directions were not followed?
   - When could it not matter if directions were ignored?
   - Might ignoring the instructions ever lead you to a more creative way of getting something done? If so, how would you explain your actions?

3. Part of following directions is asking questions when you don't understand something. If an assignment is unclear and you don't ask questions, what are the chances of getting it done correctly?

4. The handout, THE RIGHT QUESTION TO ASK, requires that students write clarifying questions.

TIME: One class period

HANDOUTS/ MATERIALS:

FOLLOWING DIRECTIONS
THE RIGHT QUESTION TO ASK

HANDOUT: FOLLOWING DIRECTIONS

Concentrate, but remember you only have five minutes. Begin when your instructor says to start.

1. Read everything before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word "name" in sentence two.
4. Draw five small squares in the upper right hand corner of this paper.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Sign your name under the word Handout.
8. After the title of this handout, write "yes, yes, yes."
9. Put a circle around each word in sentence 7.
10. Put an "X" in the lower left hand corner of this paper.
11. Draw a triangle around the X you just put down.
12. On the reverse side of this paper multiply 20 by 40.
13. Draw a rectangle around the word "paper" in sentence 4.
14. Call out your first name when you get to this point in the test.
15. If you think you have followed directions up to this point, call out "I have."
16. On the reverse side of this paper add 8,000 and 9,500.
17. Put a circle around your answer. Put a square around the circle.
18. Count out loud in a normal speaking voice from 10 to 1.
19. Now that you have finished reading carefully, do only sentences one and two.

HANDOUT: THE RIGHT QUESTION TO ASK

You can improve your ability to follow directions by asking a question when you don't understand the directions. Below are situations where a clarifying question needs to be asked. Your task is to write the best question.

1. Teacher: "Be sure to do Chapter 12 in the Social Studies text."

   Teacher thinks: "That means read the chapter and do the questions at the end."

   Student thinks: "I guess that means I'm supposed just to read the chapter."

   Student should ask:____

   ____

2. Sondra says to Earle: Let's go to the new show downtown.

   Earle is thinking of one new movie and Sondra is thinking of another new movie.

   Sondra should ask:____

   ____

3. Your boss says: Tony, please prepare the conference room for a staff meeting.

   Boss thinks: "That means empty the trash, clean off the tables, sweep the floor, straighten the chairs, and order a pot of coffee."

   Tony thinks: "That means sweep the floor and straighten the chairs."

   Tony should ask:____

   ____

ACTIVITY: SAY WHAT?

OBJECTIVE: *PIC Work Maturity Competency*: Demonstrate appropriate communication skills with peers and supervisors.

PROCESS:

1. Review the unit on communication with the students. Make this review comprehensive if some of your students were not in the class during that unit.

2. Communication on the job is as important as anywhere else. Understanding what people say and what they really mean is critical to success as an employee.
    - What if you couldn't understand what your boss asked you to do?
    - What if your co-workers didn't discuss tasks you were working on together?
    - What if your boss offered you some helpful advice but you took it negatively?

3. Ask students to identify the skills of good listening. Some of them are listed on the handout, LISTENING SKILLS. Some reasons that people are poor listeners are:
    - people often think faster than they talk
    - feelings can cause messages to be blocked out
    - planning your response will decrease how much you hear

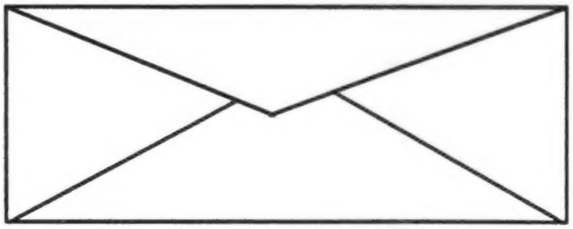
4. This is a simple exercise to test basic listening skills. Tell students you will instruct them to draw something and they need to listen carefully and to do exactly what you say.

SAY WHAT? (cont'd.)

Instructions:

a. Put your pencil in the center of your paper, pick it up and move it about 3 inches to the left, and then draw a 4 inch line from left to right;
b. Next draw a 3 inch line straight down from the left edge, repeat on the right edge;
c. Next connect the bottom of the left line to the bottom of the right line by a straight line across;
d. Find the center point of this drawing and place a dot;
e. Draw a line from the center dot to the upper left hand corner;
f. Draw a line from the center dot to the upper right hand corner;
g. Draw a line from the lower left hand corner to about 1 inch to the left of the center dot, touching the line that comes down from the upper left hand corner;
h. Draw a line from the lower right hand corner to about 1 inch to the right of the center dot, touching the line that comes down from the upper right hand corner;

Ask the students if their drawings look like this:



Discuss why or why not?

5. Another example of important listening is when an employer suggests ways for you to change/improve your job performance. In accepting criticism it is important to do the following:
   - Listen quietly without looking defensive.
   - Paraphrase.
   - Make sure you understand what you are being criticized for.

SAY WHAT? (cont'd.)

- Try to see your behavior from the other person's perspective.
- Do not assume that this means your boss doesn't like you or wants to fire you.
- Realize that constructive criticism can help us learn and become more skilled.

6. Ask students to role play a few situations where one student is the employer giving constructive criticism and one is the worker receiving the criticism. Let other students evaluate the listening skills of the person who received the criticism.

TIME:	One class period
HANDOUTS/ MATERIALS:	LISTENING SKILLS

HANDOUT: LISTENING SKILLS

- Keep your eyes on the person as they talk to you.
- Listen for facts as well as feelings.
- Concentrate on what they are saying rather than what you will say in response.
- Paraphrase what you think the message was.
- Ask the person if you understood them correctly.
- Do not hesitate to ask questions if you did not understand everything.

ACTIVITY: INTERVIEWING FOR A JOB

OBJECTIVE: *PIC Job Search Skills:* Demonstrate the ability to complete a job interview successfully.

PROCESS:

1. While most students in the class will have worked during the previous summer, not all will have gone through a formal job interview. Successful interviewing is a skill that cannot be overrated--first impressions are lasting impressions. If three people are looking for a job and all look equally qualified on paper, who gets the job? The one who presented himself/herself best during the interview.

2. Discuss with the students the information on the handout, TIPS FOR JOB INTERVIEWING. Ask students to say why each one is important to remember.

3. An ideal way to teach interviewing skills is by using a video camera so students can actually watch and critique their own performances. If your school has the equipment, by all means use it. Going for an interview is like being "on stage" and even the best actors practice and rehearse. They do it to know their lines, but also to learn to relax. Practicing and rehearsing will also help prepare for an interview.

4. Divide the class in half so that one half of the class will role play a successful interview and the other half will role play an unsuccessful interview. Within each half of the class, divide them into pairs so that one will be the interviewer and one will be the potential employee. The job for which they are being interviewed should be a typical job they might hold this summer. The job should be the same for all interviews so there will be a common basis for critique and discussion. Keeping the class divided by positive and negative groups, have the two groups of students who are going to be the interviewers meet together for 10 to 15 minutes to design the situation and the questions. Simultaneously have both groups of students who are going to be the potential employees

INTERVIEWNG FOR A JOB (cont'd.)

meet together to plan their interviewing strategy. Distribute the handout, SOME TYPICAL INTERVIEW QUESTIONS.

5. As a group, have the class design a rating sheet to use as they observe the interviews. The ratings should address these areas:
    - Appearance
    - Attitude (non-verbal communication)
    - Skills

6. After they've planned, let each pair practice their interview. Then let each pair perform their interview in front of the class. Ask the other class members to be silent observers, keeping notes on each interview. After all have been completed, lead the class in offering constructive criticism. If there is time, it would be wise if everyone had a chance to be interviewed as well as to conduct an interview.

TIME: Two class periods

HANDOUTS/ MATERIALS:
TIPS FOR JOB INTERVIEWING
SOME TYPICAL INTERVIEW QUESTIONS

HANDOUT: TIPS FOR JOB INTERVIEWING

1. Schedule the interview, and write the time on your calendar.

2. Go alone--don't bring anybody with you.

3. Be on time--arrive about 10 minutes early. If you are taking the bus, take the bus before the bus that is supposed to get you there on time, just in case.

4. Be neat and clean and appropriately dressed for the job.

5. Act yourself--natural, professional, and friendly, but not too casual. Relax, but don't slouch.

6. Know the interviewer's name and use their name often during the interview.

7. When you introduce yourself, shake hands, give your full name and the position for which you are applying.

8. Listen carefully to the interviewer and maintain eye contact.

9. Never chew gum or smoke during an interview. Be aware of your body language and how it affects the interviewer.

10. Answer questions directly and honestly. If a question has a "yes" or "no" answer, try to add to it by talking about your goals and your strengths.

11. Don't criticize yourself, and don't criticize previous employers.

12. Be prepared to ask the interviewer questions about the job. Have your questions ready.

13. Thank the interviewer for his/her time and shake hands when you leave.

14. Follow-up with a letter or a phone call after the interview to show that you are sincerely interested in the job.

HANDOUT: SOME TYPICAL INTERVIEW QUESTIONS

Why are you interested in this job?

Why are you interested in working for this organization?

What do you feel you can contribute to this organization?

What is the best thing your former employer could say about you?

What are your strong points with regard to your ability to perform this job?

What are your long-term goals? Where would you like to be five years from now?

Do you consider yourself a creative person? Why?

What is your idea of the job you will be doing?

ACTIVITY: TELEPHONE TIPS

OBJECTIVE: *PIC Job Search Skills:* Demonstrate an ability to make telephone contact with employers.

PROCESS:

1. Each student is going to have to use the phone to schedule an interview to get their job this summer. For some people it is very easy to talk on the phone and some people find it very difficult. Like most things, however, while practice may not make it perfect, it certainly makes it easier.
2. Ask students to brainstorm what a person needs to know in order to communicate effectively on the phone. Remind them to think about everything you've learned about communication and listening skills. As a group come up with a document called "Telephone Manners."
3. Engage the class in simulated (or real) telephone conversations to set up an appointment for an interview. Using the "Telephone Manners" that the class created, ask students to rate themselves and/or each other in their telephone conversations. If you are in a room where there is a telephone, you could work with an adult inside or outside the building to play the role of the employer and then invite that person to come to the class for personal conferences with each student with whom they spoke.
4. Ask students to complete the handout, TELEPHONE TECHNIQUES. In pairs, let them critique each others' responses, and then discuss it as a group.

TIME: One class period

HANDOUTS/ MATERIALS: TELEPHONE TECHNIQUES

HANDOUT: TELEPHONE TECHNIQUES

1. Pretend you have just called an employer to ask for an interview. What is the first thing you would say when the employer answers:

   ____
   ____

2. List 5 things you can think of that you should do when calling an employer for an interview:

   a. ______________________
   b. ______________________
   c. ______________________
   d. ______________________
   e. ______________________

3. List 5 things you shouldn't do when calling an employer for an interview:

   a. ______________________
   b. ______________________
   c. ______________________
   d. ______________________
   e. ______________________

4. If there are certain times during the day that you would not be available for an interview, how would you handle that on the phone--before or after the employer suggests a time?

   ____
   ____

5. Here are some "voice characteristics." How could each affect the person listening?

   a. Speaks in a monotone:______________________________

   b. Uses "Uhh" to begin each sentence:______________________

   c. Soft voice, difficult to hear:__________________________

ACTIVITY: WORD JUMBLE

OBJECTIVE: Students will play with words related to planning for summer.

PROCESS:

1. Distribute handout WORD JUMBLE.
2. The task is to unscramble the letters so each is a word related to this unit.
3. This activity could be done as a team competition, the winner being the first team to unjumble the words correctly.
4. A follow-up activity can be for the students to create their own word jumbles.

TIME: 10 to 15 minutes

HANDOUTS/ MATERIALS: WORD JUMBLE

HANDOUT: WORD JUMBLE

1. gewa______________________________
2. interste______________________________
3. steb______________________________
4. lentta______________________________
5. abyilit______________________________
6. ttudeati______________________________
7. mpeoyler______________________________
8. rife______________________________
9. iklsl______________________________
10. sak______________________________

JOURNALS

Ideally, each of you will be writing in your journal on a regular basis, at least once or twice a week. This should be "free writing," that is, writing for about five or ten minutes straight about whatever comes to your mind.

If you need some ideas to get you going during this unit, here are some suggestions. Try to write at least two paragraphs for each sentence you choose to complete or question you choose to answer. A complete paragraph includes an introductory sentence, about three or more sentences, and then a concluding sentence.

- What is one thing you plan to do during the summer in each of the following areas:
  Work Experience--
  Home/Family--
  Friends/Social--
  Leisure Time--
  Health--

- Some things that I need to do to get ready for my job this summer are:

- I will be a better worker this summer than last summer because:

- If a friend of yours is getting his/her first job, what advice would you give?

CLOSURE

Closure is an important part of learning. Ending each unit with a structured activity will: 1) reinforce what was learned in the unit; 2) illustrate how the concepts can be applied to one's life; 3) make connections between previous and future learning; and 4) clear the air to start a new topic. A quick wrap-up activity will create a sense of completion which, for many, is followed by feelings of success.

Suggestions:

1. Discuss any or all of these questions:
    - What were the main ideas in this unit?
    - What did you like best/least about this unit?
    - What did you learn in this unit that will have a lasting influence on you?
    - What about this unit will you remember 5 years from now?
    - What about this unit would you want to teach to a friend?

    Alternatively, students could write their responses to the above questions.

2. Ask students to complete this sentence and elaborate for a few paragraphs: Now that we have finished this unit on *Planning for Summer*, I am different in these ways:

3. Ask students to think about how the ideas in this unit are connected to the ideas in previous units. Discuss this as a group.

4. Review the vocabulary words that you taught at the beginning of the unit, and talk with students about ways they can incorporate these words into their daily working vocabulary.

5. Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.

6. Ask students to write answers to the following questions:
    - What was the high point of this week?
    - List 1 or 2 ways this week could have been better. How can you help bring this about?
    - Identify 3 choices you made this week.
    - Whom were you in emphatic agreement or disagreement with this week?
    - What is one thing you wish you had finished this week?
    - What made you feel proud of yourself this week?

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8. Volunteers
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Journals

Closure

OVERVIEW

What do you do in your free time? Does it seem like you have more time to spend, but fewer things to do? Do your days seem long and boring? Or do you have so little time that you can't possibly fit in all your activities?

One sure thing about your future is that in your adult years you will have more and more time that is yours to decide how to spend. With more people in this world living longer, needing to work, sharing jobs, etc., it can mean more time that is not taken up with work or school or home/family activities.

Leisure time is fun time. Doing enjoyable things with your free time can bring you many benefits including:

- Better fitness and health--not just now but continuing into adulthood--which affects your self-image and how you feel about yourself.

- Feeling like you can "take charge" of your days and your life. This ties in with self-responsibility--planning and doing things that fit with who you are.

- Having things to do with your entire day--not feeling like you spend time drifting or hanging out. This ties in with decision-making and accomplishing all the things that you need and want to do.

- Being better able to cope with times of stress and tension.

This unit will help you to explore different kinds of things to do in your leisure time that fit with your interests, abilities, and your current level of fitness. It will also help you set goals so you can make fuller use of your free time and improve your health and fitness.

Thoughts to Ponder

If it's not fun, it won't be done.
Anonymous

Be not afraid of growing slowly; be afraid only of standing still.
Chinese Proverb

Energy creates energy. It is by spending oneself that one becomes rich.
Sarah Bernhardt

A man's real worth is determined by what he does when he has nothing to do.
Megiddo Message

Leisure activities can help you make some sense out of your identity and your world.
Don Hellison

We are under-exercised as a nation. We look instead of play. We ride instead of walk. Our existence deprives us of the minimum of physical activity essential for healthy living.
John F. Kennedy

Never put off until tomorrow what you can do today, because if you enjoy it today, you can do it again tomorrow.
Anonymous

VOCABULARY

1.	***body image***	how you think your body looks to you or to other people, not how it actually may look
2.	***body type***	how your body compares to others' bodies, i.e., fat, tall, bony, etc.
3.	***coordination***	ability to use your muscles to produce complex movements in a smooth way
4.	***flexibility***	how far or how much you are able to bend your body
5.	***endurance***	how much energy and ability you have to continue a physical movement before getting too tired
6.	***leisure***	time you have when you can choose to do whatever you enjoy
7.	***physical fitness***	having your body in good health; it is your strength, endurance, weight, and coordination abilities based on your age and height
8.	***recreation***	activities you do by yourself or participate in with other people during your leisure time
9.	***strength***	how much energy or force you have to lift or move something; or your ability to resist pressure
10.	***stress***	pressure on you or part of your body that causes it to go beyond its normal ability or function

ACTIVITY: FITNESS ASSESSMENT: FOR THE HEALTH OF IT

OBJECTIVE: Students will understand that different activities have different health benefits, and that their activity choices now will translate into future habits that can increase (or decrease) their life span.

PROCESS:

1. An assessment of physical fitness will give students some baseline information about the shape they're currently in, and also a basis for comparison in the future. Making gains on fitness test items is a concrete way to build feelings of self-worth and accomplishment.
2. Coordinate with the Physical Education Department, or with some PE graduate students or student teachers at a local college, to arrange for a physical fitness assessment for each student in your class. After the assessments are complete, ask one of your resource people to discuss the results and possible goals with the students.
3. As the conclusion of this activity, tell students that they should keep their fitness assessment in mind during the rest of this unit during which you will be setting personal goals for using leisure time.

TIME: One to two class periods

HANDOUTS/ MATERIALS: None

ACTIVITY: LEISURE LIST

OBJECTIVE: Students will recognize the wide range of choices available for spending leisure time, and that there is a difference between productive and non-productive use of that time.

PROCESS:

1. Ask students to think for a minute about all the things they now do--or could do--in their leisure time. You might want to ask what leisure time means to them, and have them share a few of their definitions so you know you are all on the same wave length. Generally speaking, the notion of leisure time includes:
    - time when not at school or at work
    - "free" time, when you don't "have to" do something

2. On the chalkboard or newsprint, generate a group list of specific leisure time activities. Try to make it as inclusive as possible. Keep writing until they run out of examples. (If it's going slowly, work from what they *actually* do to what they *could* do; encourage their imaginations.)

3. Group activities according to whatever categories seem appropriate. Examples of categories: sports, hobbies, board games, cards, outdoor recreation, etc.

4. Discuss which activities or categories are productive and/or non-productive. You might have students give their rationale ("why?") for a choice, or else discuss how an activity could be productive *or* nonproductive depending on how/when/where it's done. Another way to illustrate the concept of productivity is to say how an activity contributes to:
    - health
    - ability to communicate
    - ability to make decisions
    - self-esteem
    - ability to resolve conflicts
    - ability to get along with peers

LEISURE LIST (cont'd.)

5. **In conclusion, ask students to do one or two of the productive activities on the list sometime during the coming week. You might suggest that they pick something from a category that they don't think they spend much time with, such as visiting a senior center to help with activities, playing a board game, or taking a hike. Have them share in class what activities they did, and discuss the points in #4 again.**

TIME: 15 to 20 minutes

HANDOUTS/ MATERIALS: None

ACTIVITY: WHAT DO I ENJOY DOING?

OBJECTIVE: Students will look for the patterns and values underlying their leisure time activity choices.

PROCESS:

1. Ask students to list on the handout, WHAT DO I ENJOY DOING? as many different things as they can think of that they like to do. You may want to give one or two examples, but don't overdirect their thinking or make any special distinction between "free time" and/or school time. The focus should simply be things they enjoy doing.

2. Scoring: Have students score each activity in the columns to the right of the activities. Remind the students that there are no right or wrong answers. Scoring is just the term used so we can look at patterns and underlying values. To score, write in each column:

In column 1:	**P** if you usually do this activity with people. Write an **S** if you do it by yourself.
In column 2:	**$** if the activity costs more than $5.
In column 3:	**O** if the activity is usually done outdoors. **I** if it is usually done indoors.
In column 4:	**F** if your father would probably have the activity on his list. **M** if your mother would have it on her list.
In column 5:	**S** if it is very important that a future spouse include this activity on her or his list.
In column 6:	**O** if you now do this activity often, an **ST** if you do it sometimes, and an **R** if it is done rarely.
In column 7:	**2** if you would have listed the activity two years ago.
In column 8:	**A** if the activity requires you to be active physically. **P** if the activity is physically passive.
In column 9:	**M** if you would like to do more of this activity in the future

WHAT DO I ENJOY DOING (cont'd.)

3. Circle the five activities that are your favorites, and rank the top three among those five (with number one being your most favorite).

4. Have students examine their worksheets to see what themes or patterns there are in the things they like to do. You may want to have students work in pairs for a few minutes, or else share their individual patterns with the rest of the class.

5. After discussion, ask students if they want to add any activities that they didn't think of before or any new activities that sounded interesting to learn.

TIME:	15 to 20 minutes
HANDOUTS/ MATERIALS:	WHAT DO I ENJOY DOING?

HANDOUT: WHAT DO I ENJOY DOING?

List as many things as you can think of that you like to do, such as bike riding, going to parties, reading, playing tennis, writing, and so forth. Use the spaces provided under the word "Activities."

Remember, there are no right or wrong values when it comes to making a decision about how you spend your time. You just need to be sure that they are *yours*, not those of your family, your best friend, or the star of your favorite TV show.

The exercise that follows will help you determine what your values are right now. By taking a look at what you like to do, and why you like to do it, you may begin to learn some of the values that will play a part in your future choices.

ACTIVITIES	1	2	3	4	5	6	7	8	9
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									

ACTIVITY: BODY IMAGE ASSESSMENT

OBJECTIVE: Students will realize that how they see themselves is often different from how others see them, and that their body image is an important part of who they are and what they are capable of doing.

PROCESS:

1. Have students take a moment to fill out the top part only of the handout, BODY IMAGE SCALE #1: HOW I SEE MYSELF. Emphasize quiet and reflection, and have them keep their papers for later.

2. Then distribute the handout, BODY IMAGE SCALE #2: HOW OTHERS SEE ME and have each student fill out the top part only. At this point each student has two body image assessments: their own perception of themselves and how they think others see them.

3. Have each student compare their two assessments and write about the differences between how they see themselves and how they think others see them. Points to consider:
    - What were the similarities and differences?
    - Do the differences matter to you?

4. Have students fill out the bottom part of each scale as a personal goal-setting activity. If any students want to share their goals be sure their comments to each other are positive and supportive.

TIME: 20 to 25 minutes

HANDOUTS/ MATERIALS:

BODY IMAGE SCALE #1: HOW I SEE MYSELF
BODY IMAGE SCALE #2: HOW OTHERS SEE ME

HANDOUT: BODY-IMAGE SCALE #1: HOW I SEE MYSELF

MY BODY IS:

	1	2	3	0	1	2	3	
Strong								Weak
Fat								Thin
Well-defined								Poorly defined
Graceful								Awkward
Slow								Fast
Fit								Unfit
Easily fatigued								Enduring
Flexible								Stiff
Tolerant of pain								Unable to tolerate pain
Sick								Healthy
Free								Restricted
Powerful								Lacking in power
Coordinated								Clumsy
Courageous								Cowardly
Feminine								Masculine
Safe								Unsafe
	1	2	3	0	1	2	3	

How I feel about my own body image is ____

____

Something that pleases me about my body is ____________________________________

____

HANDOUT: BODY-IMAGE SCALE #2: HOW OTHERS SEE ME

MY BODY IS:

	1	2	3	0	1	2	3	
Strong								Weak
Fat								Thin
Well-defined								Poorly defined
Graceful								Awkward
Slow								Fast
Fit								Unfit
Easily fatigued								Enduring
Flexible								Stiff
Tolerant of pain								Unable to tolerate pain
Sick								Healthy
Free								Restricted
Powerful								Lacking in power
Coordinated								Clumsy
Courageous								Cowardly
Feminine								Masculine
Safe								Unsafe
	1	2	3	0	1	2	3	

Something I like about how others see me is ____________________________________

____

Something I would like to change about how others see me is ____________________

____

ACTIVITY: SETTING GOALS FOR LEISURE TIME

OBJECTIVE: Students will recognize what kinds of goals are realistic for what time periods.

PROCESS:

1. Ask students to complete the handout, SETTING GOALS FOR LEISURE TIME. This is a way to practice making goals for different time periods.

2. Have students share some of their goals. Discuss whether the goals can be measured and whether they seem realistic for the time period. You may also want to refer students back to their handout, WHAT DO I ENJOY DOING? to see if their goals reflect their favorite activity or activities.

3. Take a few minutes each day to work on daily goals for using leisure time. Have students state orally or in writing:
   - the extent to which they did--or did not--meet yesterday's goal
   - what they are doing to accomplish today's goal
   - what tomorrow's goal will be

4. You may also want to take a few minutes at the end of the week to evaluate and restate weekly goals.

TIME: 20 minutes

HANDOUTS/ MATERIALS: SETTING GOALS FOR LEISURE TIME

HANDOUT: SETTING GOALS FOR LEISURE TIME

Direct practice is the most effective method for learning to set goals and objectives.

Write two goals that you would like to achieve for each time period listed here. As you write, consider whether or not the goal can be measured. That is, will you be able to tell, without a doubt, if your goal has been reached?

TODAY'S GOALS

(Example: Finish my essay for English.)

Goal #1. ____

____

Measurement____

Goal #2. ____

____

Measurement____

THIS WEEK'S GOALS

(Example: Run a total of 20 miles.)

Goal #1. ____

____

Measurement____

Goal #2. ____

____

Measurement____

____

SETTING GOALS FOR LEISURE TIME (cont'd.)

THIS YEAR'S GOALS

(Example: I will pass all my classes)

Goal #1. ______________________________

____

Measurement______________________________

Goal #2. ______________________________

____

Measurement______________________________

BY THE TIME I FINISH HIGH SCHOOL

(Example: Be a coach for the youth soccer team.)

Goal #1. ______________________________

____

Measurement______________________________

Goal #2. ______________________________

____

Measurement______________________________

ACTIVITY: CONNECTING PERSONAL GOALS TO LEISURE ACTIVITY

OBJECTIVE: Students will make choices of activities to fulfill personal leisure time goals.

PROCESS:

1. Have students complete the handout, CONNECTING PERSONAL GOALS TO LEISURE TIME ACTIVITY. If some students are not aware of how some of the activities work for certain goals, let this be an activity where they help each other.

2. When they are finished, let each student state their goals, which activity, or activities, they chose to help reach each goal, and why. Encourage students to change the activities they chose if, during the course of the discussion, they learn about new ones. Tell students that in the next activity they will set some personal goals for leisure time.

TIME: 10 to 15 minutes

HANDOUTS/ MATERIALS: CONNECTING PERSONAL GOALS TO LEISURE TIME ACTIVITY

HANDOUT: CONNECTING PERSONAL GOALS TO LEISURE TIME ACTIVITY

Directions: First circle the personal goals that you would like to work toward. *Hint:* Don't pick too many! 4 or 5 goals is a reasonable number.

Then draw lines from your goals to the activity (or activities) which will help you reach your goals.

PERSONAL GOALS

HEALTH/FITNESS

Develop aerobic endurance
Be more coordinated
Have more flexibility
Be able to relax
Control my weight

SAFETY

Be faster
Be stronger
Defend myself
Be safe in and around water

APPEARANCE

Have more muscle bulk
Have a different body shape
Have better posture
Look and feel more "together"

ACHIEVEMENT

Be more competitive
Develop courage
Take risks
Develop talents
Feel better physically
Feel better about myself

ENJOYMENT

Have fun
Be creative

ACTIVITY CHOICES

Stretching exercises
Weight training
Push-ups, sit-ups, other calisthenics
Circuit training
Jogging
Running-in-place
Interval training
Posture exercises
Relaxation/body awareness
Yoga
Self-defense
Karate/kung fu
Boxing
Wrestling
Swimming skills
Swimming fitness
Trampoline/mini-tramp
Gymnastics
Football
Soccer
Basketball
Volleyball
Track & field
Baseball/softball
Tennis
Golf
Handball/Racquetball
Balance exercises
Agility exercises
Speed exercises
Bicycling
Hiking
Boating
____
____

ACTIVITY: FINDING PLACES TO RECREATE

OBJECTIVE: Students will become aware of the many school and community resources where they can be involved in leisure time activities.

PROCESS:

1. Have students generate a list of possible places in the area where they could participate in leisure time activities. Possibilities might include:
   - after school programs, clubs
   - Park Bureau programs
   - Youth Sports Programs
   - Community (or church) service programs
   - YWCA, YMCA programs and facilities

2. Assign students to visit different people and places to find out more information about leisure activity possibilities. Perhaps the students could work in pairs rather than individually; encourage them to get as much information as possible on how to get involved in leisure activities.

3. Allow a week to complete visits and interviews. Have a class discussion and sharing of information.

4. Invite a guest speaker to come to class to talk about special programs and activities of interest to students that are available in the community this summer.

TIME: One to two class periods

HANDOUTS/ MATERIALS: None

ACTIVITY: VOLUNTEERS

OBJECTIVE: Students will choose one leisure time activity this summer that is a volunteer service to the community.

PROCESS:

1. Review some activities from the units on community resources and leadership, and discuss the concept of mutual responsibility.

2. Suggest to students that they each choose a volunteer activity to engage in this summer, one that fits with their interests and values that have been addressed throughout the year. With the entire class, brainstorm some potential volunteer activities that they could do this summer. Ask each student, or pair of students, to:
   - choose one volunteer activity
   - set a personal goal that includes measurement of success
   - discuss why the activity they chose is important

3. If some of the students are planning to do their volunteer work in pairs, give them an opportunity to meet together to plan their strategy. Those students who plan to volunteer on their own could meet together, as well, and perhaps determine a way to offer support to each other during the summer.

4. Wish them luck and encourage them to have a fun and productive summer both in work and in their leisure time!

TIME: 20 minutes

HANDOUTS/ MATERIALS: None

ACTIVITY: WORD JUMBLE

OBJECTIVE: Students will play with words related to using leisure time.

PROCESS:

1. Distribute handout WORD JUMBLE.
2. The task is to unscramble the letters so each is a word related to this unit.
3. This activity could be done as a team competition, the winner being the first team to unjumble the words correctly.
4. A follow-up activity can be for the students to create their own word jumbles.

TIME: 10 to 15 minutes

HANDOUTS/ MATERIALS: WORD JUMBLE

HANDOUT: WORD JUMBLE

1. tifness________________________________
2. blefxile_______________________________
3. ageim_________________________________
4. nuf___________________________________
5. ancde_________________________________
6. dear__________________________________
7. layp__________________________________
8. lanceba_______________________________
9. yojen_________________________________
10. dybo__________________________________

JOURNALS

Ideally, each of you will be writing in your journal on a regular basis, at least once or twice a week. This should be "free writing," that is, writing for about five or ten minutes straight about whatever comes to your mind.

If you need some ideas to get you going during this unit, here are some suggestions. Try to write at least two paragraphs for each sentence you choose to complete. A complete paragraph includes an introductory sentence, about three or more sentences, and then a concluding sentence.

- One thing I do that is nice for someone else is:
- One thing I do for my own personal pleasure is:
- One thing I do to maintain (or improve) my health and fitness is:
- One thing I do that helps me reduce stress or stay relaxed is:
- One thing I would not change about how I spend my leisure time is _________ because:
- One thing I would like to do more of in my leisure time is___________________ because:

CLOSURE

Closure is an important part of learning. Ending each unit with a structured activity will: 1) reinforce what was learned in the unit; 2) illustrate how the concepts can be applied to one's life; 3) make connections between previous and future learning; and 4) clear the air to start a new topic. A quick wrap-up activity will create a sense of completion which, for many, is followed by feelings of success.

Suggestions:

1. Discuss any or all of these questions:
    - What were the main ideas in this unit?
    - What did you like best/least about this unit?
    - What did you learn in this unit that will have a lasting influence on you?
    - What about this unit will you remember 5 years from now?
    - What about this unit would you want to teach to a friend?

    Alternatively, students could write their responses to the above questions.

2. Ask students to complete this sentence and elaborate for a few paragraphs: Now that we have finished this unit on *Using Leisure Time*, I am different in these ways:

3. Ask students to think about how the ideas in this unit are connected to the ideas in previous units. Discuss this as a group.

4. Review the vocabulary words that you taught at the beginning of the unit, and talk with students about ways they can incorporate these words into their daily working vocabulary.

5. Ask the students to identify a song that addresses the unit topic; let them bring in the record and/or the written lyrics and make a presentation to the class.

6. Ask students to write answers to the following questions:
    - What was the high point of this week?
    - List 1 or 2 ways this week could have been better. How can you help bring this about?
    - Identify 3 choices you made this week.
    - Whom were you in emphatic agreement or disagreement with this week?
    - What is one thing you wish you had finished this week?
    - What made you feel proud of yourself this week?

APPENDIX

Integrating Basic Skills with Unit Activities

BRIDGE Survival Skills

- Pre-Assessment
- Post-Assessment

The BRIDGE Program Forms

- Academic Coordination
- Student Contact Sheet
- Parent Positive Post Card
- Parent Letter
- Student Progress Sheet
- Attendance Monitor

Sustained Silent Reading: Magazine Activity

Sustained Silent Reading: Report Format

Sustained Silent Reading: Reading Log

Resources

- Student
- Teacher
- Audio-visual

BRIDGE: Integrating Basic Skills With Unit Activities
One Possible Format*

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	• Introduce Unit • Read and discuss Overview • Teach vocabulary • Unit Activity • Journal Writing (refer to Implementation Suggestions)	• Review purpose of unit • Review vocabulary • Students set basic skills/ achievement goals • Unit Activity • Thoughts to Ponder (refer to Implementation Suggestions)	• Library Day - Sustained Silent Reading - homework assistance - tutoring - peer tutoring - vocabulary review - basic skills remediation - computer time - journal writing - counseling	• Unit Activity • Journal Writing • Vocabulary "test" (refer to Implementation Suggestions)	• Unit Activity • Review student goals for the week • Journal Writing
Week 2	• Review previous week with a writing assignment • Students set new basic skills goals for the week • Unit Activity	• Unit Activity • Journal Writing	• Library Day - Sustained Silent Reading - homework assistance - tutoring - peer tutoring - vocabulary review - basic skills remediation - computer time - journal writing - counseling	• Unit Activity • Journal Writing	• Review student goals for the week • Unit Closure (refer to Implementation Suggestions) • Sustained Silent Reading

* It is important to integrate as much basic skills work as possible with each unit. This suggested format illustrates the many pieces that should be fit into the two weeks of a unit; the actual order needs to be flexible in order to address the following variables: individual student needs (both personal and academic), computer availability, and length of the unit activities.

BRIDGE Survival Skills

Pre-Assessment

SURVIVAL SKILL	**LEVEL OF COMPETENCE**			
	Not Skilled	Needs Practice	Almost Competent	Competent
1. Communicates with adults				
2. Sets and keeps a goal				
3. Is responsible about time requirements				
4. Follows through on tasks/ assignments				
5. Asks questions when in doubt				
6. Uses the telephone effectively				
7. Cooperates with peers				
8. Uses reading and writing skills effectively				
9. Arrives (at school or work) prepared to complete tasks				
10. Gets and keeps a job				

Comments:

Signatures after discussion:

Student *Date* *Teacher* *Date*

BRIDGE Survival Skills

Post-Assessment

SURVIVAL SKILL	LEVEL OF COMPETENCE			
	Not Skilled	Needs Practice	Almost Competent	Competent
1. Communicates with adults				
2. Sets and keeps a goal				
3. Is responsible about time requirements				
4. Follows through on tasks/ assignments				
5. Asks questions when in doubt				
6. Uses the telephone effectively				
7. Cooperates with peers				
8. Uses reading and writing skills effectively				
9. Arrives (at school or work) prepared to complete tasks				
10. Gets and keeps a job				

Comments:______________________________________

____

____

Signatures after discussion:

________________________ ________________________

Student *Date* *Teacher* *Date*

The BRIDGE Program
Academic Coordination

Date:______________________________

To:________________________________

One of our BRIDGE students, ____________________________, is in your ______ period ______________________________ class. The BRIDGE Staff would like to assist you in improving their grade.

Which of the following strategies would you find helpful for this student:

_____ Daily monitoring of attendance

_____ Tutoring

_____ Conferencing with parents

_____ Counseling on behavior or special needs

_____ Needs school supplies, glasses, testing, etc...

_____ Other____

____

If this student is missing assignments in your class, please identify them below, and we will attempt to assist during the BRIDGE class.

ASSIGNMENTS:

____

____

____

____

The BRIDGE Program
Student Contact Sheet

Name:____________________________

Student is having trouble with the following:____________________________

____

____

Action Date:

Conference with student:____________________________

Telephoned parent:____________________________

Conference with parent:____________________________

Conference with counselor:____________________________

Referred to PASS:____________________________

Referrals to Dean/V.P.:____________________________

Contract:____________________________

Comments:____________________________

____

____

Response:____________________________

____

____

____

The BRIDGE Program
Parent Positive Postcard

Sample:

The BRIDGE Program
Grant High School
2245 N.E. 36th Avenue
Portland, Oregon 97212

Stamp

To the Parent/Guardian of:

Just to let you know...

The BRIDGE Program
Parent Letter

Date:

To the Parent/Guardian of:

We are sending this letter because we are concerned about how your son/daughter is doing in school. The following has been identified as a problem area:

_____ Attendance-----------They have missed _____ classes this last semester.

_____ Tardies----------------They have been late to class _____ times this last semester.

_____ Academic Performance---------They are presently having difficulties in the following classes:

____

____

_____ Other-----------------____

____

By being involved in the BRIDGE Program, your son/daughter receives additional support to assist them in being successful in high school. However, we do need your support and input so that together we can assist your child. Please contact me at school or at home to arrange a time at your convenience for us to discuss our concerns. Thank you!

Sincerely,

BRIDGE Staff

The BRIDGE Program
Student Progress Sheet

Name:____

	FIRST SEMESTER GRADES		SECOND SEMESTER GRADES	
Course:	1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.
G.P.A.:				
Attendance:				
Tardies:				

The BRIDGE Program
Attendance Monitor

Teacher:______________________________

Week of:______________________________

Please enter the name of any BRIDGE student who does not show up for your class. Circle the day in which an absence occurred and note whether the student is having a problem getting to class on time. Also make note of any concerns you may have.

NAME	**PERIOD**	**DAY(S) ABSENT**
____________________	__________	M T W TH FRI
____________________	__________	M T W TH FRI
____________________	__________	M T W TH FRI
____________________	__________	M T W TH FRI
____________________	__________	M T W TH FRI
____________________	__________	M T W TH FRI
____________________	__________	M T W TH FRI

Comments:____

____

____

____

Tardy Problem: _____ Yes _____ No
Coming prepared for class: _____ Yes _____ No

As problems occur, please forward this form to:______________________________

Sustained Silent Reading: Magazine Activity

Name of Magazine:____

1. How often is the magazine that you selected published? (weekly, bi-weekly, monthly, bi-monthly, quarterly)

2. What type of magazine is it? (Sports, News, Fashion, Outdoors, Travel, Entertainment, Other)

3. What type of reading audience is your magazine intended for? (Adult, Teenagers, Family, Young Adults, Women, Men, Children)

4. How did you determine this? (From the ads appearing in the magazine, the featured articles or stories? By its design?)

5. How or why did you select this particular magazine? (Its appeal, personal interest, curiosity, or just to fulfill the requirement for this assignment?)

6. How much does it cost to purchase your magazine?

   Mail Order__________ Store or over the counter cost ________

7. How do you account for or explain the difference in the purchase costs?

8. Name three major advertisers appearing in this magazine.

   1. ______________________________

   2. ______________________________

   3. ______________________________

9. Name two celebrities, politicians, or sports figures who appear in the magazine.

   1. ______________________________

   2. ______________________________

10. List the various sections or departments in your magazine.

11. Name two articles that you find/found interesting. For each article, write a sentence that would pique your best friend's interest.

Sustained Silent Reading (SSR): Report Format

Student's Name:____

Title of Book:____

Author:____

Total number of pages:_______________________________________

My goal was to complete this book by:____________________________

I completed it on:____

What kind of book is this (e.g., biography, autobiography, mystery, novel, etc.)?________

____

For each item below write at least two paragraphs with at least three complete sentences in each paragraph. Your report must be neat and readable when you turn it in, so you will probably want to write a rough draft and then copy it over neatly.

1. What was the book about? Describe and discuss the main ideas. Include the setting of the story, when it takes place, and the general plot.

2. Describe the main character. Your description should be so complete that the reader can picture the person you are describing.

3. Describe any other character in the book you found interesting. Be sure to describe their physical features and briefly explain something about their personality.

4. Did you like the story? Why/Why not? Would you recommend this book for some one else to read? What kind of person would enjoy this book? Why?

Sustained Silent Reading: Reading Log

Title of Book:____
Author:___________________________ Number of Pages________________
My goal is to complete this book by:____________________________

DATE	BEGINNING PAGE	ENDING PAGE	TOTAL PAGES	DATE	BEGINNING PAGE	ENDING PAGE	TOTAL PAGES

Resources for Students

Publisher: Avon

Marked by Fire Joyce C. Thomas. 1982.
Bright Shadow Joyce C. Thomas. 1985
Water Girl Joyce C. Thomas. 1986.
"It Ain't All For Nothin" Walter Myer. 1979.
Don't Look and it Won't Hurt Richard Peck.
Hero Ain't Nothing But a Sandwich Alice Childress. 1982.
Go Ask Alice Anonymous. 1972.
Sweet Whispers, Brother Rusk Virginia Hamilton. 1983.

Publisher: Ballantine

Black Star Rising Frederik Pohl.

Publisher: Bantam

Banana Blitz Florence Heide (Skylark Books). 1984.
Pretty in Pink H.B. Gilmour.
Cave of Time Edward Packard. (Choose your own adventure) 1979.
Who Killed Marlow Thrombey Edward Packard (Choose your own adventure)
Search for the Mountain Gorillas Jim Wallace (Choose your own adventure)
Lost Jewels of Nabooti R.A. Montgomery. (Choose your own adventure)
Inside UFO 54-40 Edward Packard. (Choose your own adventure)
Words by Heart Ovida Sevestyen.
Ludell and Willie Brenda Wilkinson. 1985.
Summer Rules Robert Lipsyte. 1983.
My Darling, My Hamburger Paul Zindel.
Contender Robert Lipsyte. 1969.
Pigman Paul Zindel. 1968.
High and Outside Linnea Due. 1983.
Role of Thunder, Hear My Cry M. Taylor.

Publisher: Dell

Arilla Sundown Virginia Hamilton.
VP In Seth's Room Norma Mazer. 1981.
It's Not the End of the World Judy Blume. 1982.
Outsiders S.E. Hinton. 1980.

That Was Then, This is Now S.E. Hinton. 1980.
Zeely Virginia Hamilton. 1978.
Child of the Owl Laurence Yep. 1977.
M.C. Higgins, The Great Virginia Hamilton. 1974.
Island Keeper Harry Mazer. 1981.
Brainstorm Walter Myers. 1977.

Publisher: Berkeley

Little Love Virginia Hamilton.
Listen Children: An Anthology of Black Literature (Star Fire). Ed Strickland. (out of print)

Publisher: Fearon

Family From Viet Nam Tana Reiff (Lifetimes Ser.) 1979.

Publisher: Knopf

People Could Fly Virginia Hamilton et al. 1985.

Publisher: NAL

Mr. and Mrs. BoJo Jones Ann Head. 1973.
My Name is Davy - I'm an Alcoholic Anne Snyder.
Nectar in a Sieve Kamala Mark Andaya.
Long Way from Home Maureen Wartsiki. 1982.
The House of Dies Drear Virginia Hamilton.

Publisher: Penguin

Adventures in Grenada Walter Myers. 1985.
Women of Brewster Place Gloria Naylor.

Publisher: Prentice-Hall

Voyage of the Lucky Dragons Jack Bennett.

Publisher: WSP

The Color Purple Alice Walker. 1983.

Resources for Teachers

GENERAL:

Black, Claudia, It Will Never Happen to Me, MAC Publishing, Denver, CO. 1982.

Davis, Eshelmard, and McKay, The Relaxation and Stress Reduction Workbook, New Harberger. 1980.

Gelatt, Varenhorst, Carey, and Miller, Decisions and Outcomes, College Entrance Exam Board, New York. 1973.

Guidelines for Selecting Bias-Free Textbooks and Storybooks, Council on Interracial Books for Children. N.D.

Herzfeld, G. and Powell, R., Coping for Kids, The Center for Applied Research in Education. 1986.

Hooker, Dennis, Me and Others, Educational Design, Inc., New York. 1976.

Howe, L., Kirschenbaum, H., and Simon, Sidney. Values Clarification, Hart Publishing Co. 1972.

Kreidler, William. Creative Conflict Resolution, Scott Foresman and Co., Glenview, IL. 1984.

Sadker, Myra and David, Sex Equity Handbook for Schools, Longman Publishing. 1982.

Schmuck, R, and Schmuck, P., Group Processes in the Classroom. 4th Edition. Wm. C. Brown Co., Dubuque, Iowa. 1983.

Shrank, Jeffrey, Teaching Human Beings: 101 Subversive Activities for the Classroom, Beacon Press, Boston. 1972.

Working for Equity: Selected Lesson Plans for Elementary Teachers, Center for Sex Equity, Northwest Regional Educational Laboratory. N.D.

Youth Employment Competencies Handbook, The Private Industry Council, Portland, OR. 1988.

Resources for Teachers (cont'd.)

BASIC SKILLS:

Basic Mathematics Skills, Media Materials, Inc., Baltimore, MD. 1988.

Dictionary Skillbook, The Perfection Form Co., Logan, Iowa. 1980

Real Life Writing Skills, Scholastic Inc. 1979.

Basic Dictionary Skills, Milliken Publishing Co., St. Louis, MO. 1973.

Basic Library Skills, Milliken Publishing Co., St. Louis, MO. 1971.

Reference Tools and Study Skills, Milliken Publishing Co., St. Louis, MO. 1972.

Math for the World of Work, Educational Design, Inc., New York. 1985.

Strategies for Solving Math Word Problems, Educational Design, Inc., New York. 1988.

Basic Computation Quizzes and Tests, 1981.

Working with Whole Numbers, 1981.

Understanding Fractions, 1981.

Working with Fractions, 1981.

Working with Decimals, 1981.

Working with Percents, 1981.

Understanding Measurement, 1981.

Audiovisual Resources

These films and filmstrips should all be available through the local school district or educational service district. They are most appropriate for the units on decision-making, self-responsibility, and peer relationships, but the issues they present could be integrated nearly anywhere in this curriculum.

Films:

Being Real (12 minutes)
The House at 12 Rose Street (32 minutes)
Birds of a Feather (6 minutes))
The Matter of David J. (16 minutes)
Group Conformity: Rejection - How's Your New Friend? (12 minutes)
Boy Who Liked Deer (21 minutes)
Whether to Tell the Truth (16 minutes)
Priorities (12 minutes)
Refugees: Can We Afford Our Ideals? (30 minutes)
Rosie Grier: The Courage to Be Me (23 minutes)
Values and Goals: A Way to Go (29 minutes)
Who Cops Out? (10 minutes)
Is It Always Right to Be Right? (8 minutes)

Filmstrips:

Understanding Stress and Conflict, Sunburst
Adolescent Conflicts: Dealing With Anger, Guidance and Associates
Shyness: Retreat Into Isolation, Audio Visual Narrative Arts